

wilson language training corp

wilson language training corp is a renowned organization specializing in evidence-based reading and language instruction programs. Established with a mission to improve literacy outcomes, Wilson Language Training Corp has developed comprehensive systems designed to support educators and learners, particularly those facing reading difficulties such as dyslexia. Their instructional methodologies emphasize structured literacy, phonemic awareness, and multisensory learning, making them a trusted resource in schools and educational institutions across the United States and beyond. This article explores the history, core programs, instructional approaches, and the impact of Wilson Language Training Corp on literacy education. Readers will also gain insights into training opportunities and implementation strategies associated with their programs.

- Overview of Wilson Language Training Corp
- Core Programs and Curriculum
- Instructional Approaches and Methodologies
- Training and Certification
- Impact on Literacy Education

Overview of Wilson Language Training Corp

Wilson Language Training Corp is a leader in specialized literacy instruction, primarily focused on providing resources and training for educators working with struggling readers. Founded in 1980 by Barbara Wilson, the corporation has grown to offer a range of programs that align with scientific research in reading acquisition and remediation. The organization's commitment to structured literacy principles ensures that its materials are systematic, explicit, and multisensory, addressing the needs of learners with dyslexia and other reading challenges. Wilson Language Training Corp is widely adopted in K-12 schools, intervention programs, and special education settings.

History and Mission

The mission of Wilson Language Training Corp is to improve literacy outcomes through scientifically grounded instruction. Since its inception, the company has focused on developing programs that bridge the gap between reading research and classroom practice. Barbara Wilson's initial work in the 1980s

laid the foundation for what would become a comprehensive suite of instructional tools and training services. The corporation remains dedicated to empowering educators with effective strategies to teach reading, writing, and spelling skills.

Target Audience and Reach

The programs developed by Wilson Language Training Corp serve a diverse audience, including general education teachers, special educators, reading specialists, and speech-language pathologists. Their curriculum is specifically designed to support students with learning disabilities, particularly dyslexia, but is also effective for all learners seeking to improve literacy skills. The reach of Wilson's programs extends internationally, with thousands of schools and districts adopting their methodologies.

Core Programs and Curriculum

Wilson Language Training Corp offers a suite of research-based instructional programs that scaffold literacy development in a sequential and systematic manner. These programs are designed to meet the needs of learners at various stages, from early readers to adolescents and adults requiring intensive intervention.

Wilson Reading System®

The Wilson Reading System® (WRS) is the flagship program of Wilson Language Training Corp. It is a structured literacy program that focuses on decoding, encoding, fluency, and comprehension. WRS is designed for students in grade 2 and above who have difficulty with word-level reading and spelling. The program employs a multisensory approach, incorporating visual, auditory, and kinesthetic learning modalities to reinforce phonemic awareness and word study skills.

Fundations®

Fundations® is an early literacy program developed by Wilson Language Training Corp to support foundational skills in kindergarten through third grade. It emphasizes phonics, handwriting, and spelling in a systematic framework that promotes mastery of essential reading components. Fundations® is often used as a core or supplemental curriculum to prevent reading difficulties before they become entrenched.

Just Words®

Just Words® is a specialized intervention program designed for older students who require targeted instruction to develop decoding and encoding skills. This program builds on the principles of the Wilson Reading System® but is tailored for learners who need focused support in word recognition and spelling strategies. Just Words® is particularly effective for students with dyslexia and other language-based learning disabilities.

Additional Support Materials

Wilson Language Training Corp also provides a variety of supplementary materials and digital resources to enhance instruction and student engagement. These include assessment tools, teacher guides, and progress monitoring systems that facilitate data-driven decision-making in literacy instruction.

Instructional Approaches and Methodologies

The instructional approaches employed by Wilson Language Training Corp are grounded in the Science of Reading and structured literacy principles. Their methodologies emphasize explicit, systematic, and multisensory teaching techniques that are proven effective for students with diverse learning needs.

Structured Literacy

Structured literacy is the foundation of Wilson Language Training Corp's instructional philosophy. It involves teaching phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics in an explicit and sequential manner. This approach ensures that learners develop a strong understanding of the code of written language and can apply decoding and encoding strategies effectively.

Multisensory Instruction

Wilson programs incorporate multisensory techniques, engaging visual, auditory, and kinesthetic-tactile pathways to enhance memory and learning. This approach is especially beneficial for students with dyslexia, as it reinforces connections between sounds and letters through simultaneous use of multiple senses. Activities may include tracing letters, tapping out sounds, and oral reading practice.

Explicit and Systematic Teaching

Wilson Language Training Corp emphasizes explicit instruction, where teachers clearly model and explain each skill or concept before guided and independent practice. Lessons follow a carefully sequenced scope and sequence to build skills progressively. This prevents gaps in learning and promotes mastery of foundational literacy components.

Training and Certification

Wilson Language Training Corp provides comprehensive training and certification programs for educators to ensure effective implementation of their literacy curricula. These professional development opportunities are designed to equip teachers with the knowledge and skills necessary to deliver instruction with fidelity.

Wilson Academy Training

The Wilson Academy offers a variety of training modalities, including in-person workshops, virtual sessions, and on-demand courses. Participants receive direct instruction on the principles of structured literacy, program materials, and instructional strategies. Training is tailored to different roles, such as classroom teachers, reading specialists, and interventionists.

Certification Levels

Wilson Language Training Corp provides certification pathways that validate educators' proficiency in delivering their programs. Certifications range from foundational to advanced levels, with requirements including coursework, practice teaching, and assessment. Certified instructors demonstrate mastery of program content and instructional methods, enhancing their professional credentials.

Ongoing Support and Resources

Beyond initial training, Wilson Language Training Corp offers ongoing support to educators through coaching, refresher courses, and access to instructional resources. This continuous professional development helps maintain high-quality instruction and supports positive student outcomes.

Impact on Literacy Education

Wilson Language Training Corp has had a significant impact on literacy education by providing effective solutions for struggling readers and

promoting evidence-based practices in schools. Their programs are recognized for closing achievement gaps and supporting learners with dyslexia and other reading disabilities.

Research and Effectiveness

Numerous studies have validated the effectiveness of Wilson's programs in improving reading accuracy, fluency, and comprehension. The structured, multisensory approach has been shown to enhance decoding skills and boost confidence among students who previously struggled with reading.

Adoption in Schools and Districts

Wilson Language Training Corp's curricula are widely adopted in public and private schools across the United States. Many districts implement Wilson programs as part of their Response to Intervention (RTI) frameworks or special education services, contributing to improved literacy rates and student success.

Supporting Diverse Learners

The inclusive design of Wilson programs ensures accessibility for learners with a range of needs, including those with dyslexia, English language learners, and students requiring remedial instruction. The focus on foundational skills and individualized pacing allows educators to tailor instruction effectively.

- Systematic and explicit reading instruction
- Multisensory learning techniques
- Evidence-based curriculum and training
- Targeted support for dyslexia and reading difficulties
- Professional development and certification for educators

Frequently Asked Questions

What is Wilson Language Training Corp known for?

Wilson Language Training Corp is known for providing evidence-based reading

and literacy solutions, including multisensory structured literacy programs like Wilson Reading System, designed to help struggling readers and students with dyslexia.

What programs does Wilson Language Training Corp offer?

Wilson Language Training Corp offers a range of programs such as the Wilson Reading System, Wilson Just Words, Foundations, and Wilson English Language Development, all aimed at improving literacy skills for diverse learners.

Who typically uses Wilson Language Training Corp's programs?

Wilson Language Training Corp's programs are primarily used by educators, schools, and specialists working with students who have reading difficulties, including those with dyslexia and other learning challenges.

Is Wilson Language Training Corp's approach research-based?

Yes, Wilson Language Training Corp's approach is research-based, utilizing multisensory structured literacy instruction backed by scientific studies to improve reading and spelling skills effectively.

How can educators get trained in Wilson Language Training Corp programs?

Educators can receive training through Wilson Language Training Corp's professional development workshops, online courses, and certification programs designed to equip them with the skills to implement their literacy programs effectively.

What age groups does Wilson Language Training Corp serve?

Wilson Language Training Corp serves a wide age range from early elementary students to adults, providing literacy interventions suitable for young learners and older students or adults needing reading support.

Where can I purchase Wilson Language Training Corp materials?

Wilson Language Training Corp materials can be purchased directly through their official website or authorized distributors, offering comprehensive kits and resources for educators and schools.

Additional Resources

1. *Wilson Reading System: Foundations and Framework*

This book offers an in-depth overview of the Wilson Reading System, a structured literacy program designed to help struggling readers. It covers the foundational principles of the program, including phonemic awareness, decoding, and encoding strategies. Educators will find practical tips and lesson plans to effectively implement the system in diverse classroom settings.

2. *Wilson Language Training: Mastering the Art of Structured Literacy*

A comprehensive guide to the methodologies employed by Wilson Language Training Corp, this book explores how structured literacy can transform reading instruction. It includes case studies, instructional techniques, and assessment tools to support educators in delivering targeted interventions. The book is ideal for specialists working with students who have dyslexia or other reading difficulties.

3. *The Wilson Foundations Program: Early Literacy Success*

Focused on early learners, this book details the Wilson Foundations program, which builds strong phonics and spelling skills from the ground up. It explains the multi-sensory approach and provides activities that engage young children in developing reading fluency and comprehension. Teachers will appreciate the step-by-step guidance for supporting foundational literacy skills.

4. *Wilson Just Words: Intervention Strategies for Struggling Readers*

This resource delves into the Just Words program, designed for students in grades 4 and up who need intensive reading intervention. The book outlines systematic strategies to improve word recognition, vocabulary, and reading comprehension. It also includes reproducible materials and progress monitoring tools to track student growth.

5. *Teaching Decoding and Encoding with Wilson Language Training*

A practical manual for educators, this book focuses specifically on the decoding and encoding components of the Wilson Language Training programs. It highlights the importance of phonological awareness and provides instructional approaches to teach these skills effectively. The book also discusses how to differentiate instruction based on student needs.

6. *Wilson Reading System: Assessment and Progress Monitoring*

Assessment is a critical part of the Wilson Reading System, and this book provides detailed guidance on administering and interpreting various diagnostic tools. Educators learn how to use data to inform instruction and measure student progress. The text emphasizes timely interventions and adjustments to maximize student outcomes.

7. *Multi-Sensory Teaching Techniques from Wilson Language Training*

This book explores the multi-sensory instructional approaches that underpin Wilson Language Training programs. It offers practical strategies for engaging visual, auditory, and kinesthetic learners in the reading process.

Teachers will find creative activities and lesson ideas that make literacy instruction more effective and enjoyable.

8. *Wilson Reading System: Building Fluency and Comprehension*

Focusing on the later stages of the Wilson Reading System, this book addresses how to help students develop reading fluency and deepen comprehension skills. It includes exercises, guided reading practices, and strategies for teaching complex texts. The book is a valuable resource for educators aiming to support students beyond basic decoding.

9. *Implementing Wilson Language Training in Diverse Classrooms*

This book offers insights on adapting Wilson Language Training programs to meet the needs of culturally and linguistically diverse students. It discusses challenges and solutions for inclusive literacy instruction and highlights the importance of culturally responsive teaching. Educators will gain practical advice for creating supportive learning environments using Wilson methodologies.

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wilson language training corp: Practical Handbook of Multi-Tiered Systems of Support

Rachel Brown-Chidsey, Rebekah Bickford, 2015-12-14 Accessible and comprehensive, this book shows how to build a schoolwide multi-tiered system of support (MTSS) from the ground up. The MTSS framework encompasses tiered systems such as response to intervention (RTI) and positive behavioral interventions and supports (PBIS), and is designed to help all K-12 students succeed. Every component of an MTSS is discussed: effective instruction, the role of school teams, implementation in action, assessment, problem solving, and data-based decision making. Practitioner-friendly features include reflections from experienced implementers and an extended case study. Reproducible checklists and forms can be downloaded and printed in a convenient 8 1/2 x 11 size.

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wilson language training corp: The Reading Teacher's Book of Lists Jacqueline E. Kress, Edward B. Fry, 2015-09-25 The essential handbook for reading teachers, now aligned with the Common Core The Reading Teacher's Book of Lists is the definitive instructional resource for anyone who teaches reading or works in a K-12 English language arts-related field. Newly revised and ready for instant application, this top seller provides up-to-date reading, writing, and language content in more than 240 lists for developing targeted instruction, plus section briefs linking content to research-based teaching practices. This new sixth edition includes a guide that maps the lists to

specific Common Core standards for easy lesson planning, and features fifty brand-new lists on: academic and domain-specific vocabulary, foundation skills, rhyming words, second language development, context clues, and more. This edition also includes an expanded writing section that covers registers, signal and transition words, and writers' craft. Brimming with practical examples, key words, teaching ideas, and activities that can be used as-is or adapted to students' needs, these lists are ready to differentiate instruction for an individual student, small-group, or planning multilevel instruction for your whole class. Reading is the center of all school curricula due to recent state and federal initiatives including rigorous standards and new assessments. This book allows to you skip years of curating content and dive right into the classroom armed with smart, relevant, and effective plans. Develop focused learning materials quickly and easily Create unit-specific Common Core aligned lesson plans Link classroom practice to key research in reading, language arts and learning Adapt ready-made ideas to any classroom or level It's more important than ever for students to have access to quality literacy instruction. Timely, up to date, and distinctively smart, The Reading Teacher's Book of Lists should be on every English language arts teacher's desk, librarian's shelf, literacy coach's resource list, and reading professor's radar.

wilson language training corp: Aphasiology Patrick Doyle, 2002-05-02 The First Annual Clinical Aphasiology Conference (CAC) was convened in Albuquerque in 1971. It was attended by a small group of primarily practicing clinicians dedicated to meeting the human service needs of their clients, while recognizing the importance of contributing to the collective knowledge base of their discipline by providing empirical evidence supporting the links between their clinical interventions and outcomes. Thirteen years later Barlow, Hays, and Nelson (1984) would describe, in their now seminal publication *The Scientist Practitioner*, an integrated model of applied behavioral research, its strategies and methods, and the role of the practitioner in the acquisition of knowledge directed toward improving clinical procedures and outcomes. By this time, 13 Volumes of CAC publications had already been published and comprised the single largest source of applied clinical data addressing the nature of aphasia and its clinical management. These documents represented the product of the scientist-practitioner model in action prior to its formalization by Barlow et al., and provide a rich source of evidence supporting the efficacy of aphasia rehabilitation. Unfortunately, these and subsequent CAC publications remain unavailable to the larger clinical and scientific community due to their limited distribution. Much has changed in the ensuing years. Indeed, many of the healthcare delivery systems in which aphasia rehabilitation is now practiced in 2002 severely restrict the frequency and duration of clinical services. Increasingly, practitioners are required to be more accountable for their clinical outcomes, and to measure behavioral change in units that represent meaningful differences to consumers. Now more than ever, it is critical that the scientist-practitioner model be promoted in order to better serve individuals with aphasia, and to further advance the collective knowledge and evidence base of the discipline. Now more than ever, the available evidence needs to be disseminated as broadly as possible. These goals are in keeping with the mission of CAC as envisioned by its founding members and remain the focused commitment of its many participants, steering committee and publication board. In keeping with these goals, the papers that appear in this special edition of *Aphasiology* were selected based upon their theoretical importance, clinical relevance, and scientific merit, from among the many platform and poster presentations comprising the 31st Annual Clinical Aphasiology Conference held in Santa Fe, New Mexico in 2001. Each paper was peer-reviewed by the Editorial Consultants and Associate Editors acknowledged herein consistent with the standards of *Aphasiology* and the rigours of merit review that represent this indexed, archival journal that is accessible to clinicians and scientists all over the world.

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Birsh, 1999 This guide reveals the benefits of using multisensory instruction in any classroom. After they review 50 years of research and experience with those with learning disabilities, the authors explain how and why multisensory methods work.'

wilson language training corp: The WISC-IV Companion Stephen Truch, 2006 A Guide to Interpretation and Educational Intervention This book is for practicing school psychologists, clinical and counseling psychologists, and anyone else who uses the new Wechsler Intelligence Scale Fourth Edition (WISC-IV). The WISC-IV has been extensively revised; and because of that, some of its educational implications need to be revisited. This book helps examiners generate hypotheses about individual children's learning patterns. It draws heavily on the author's extensive experience with administering and interpreting the WISC-R, WISC-III, and WISC-IV. The WISC-IV Companion promises to become the number one desk reference interpreting this test. Extensively illustrated with face sheets from the WISC-IV, The WISC-IV Companion provides many examples of educational approaches and strategies that can be used in counseling and classroom settings, plus plenty of resources for further reading. It also arms readers with a comprehensive, eclectic understanding of the WISC-IV. Readers can quickly sift through and make sense of what the WISC-IV has to offer regarding a student's educational and intervention needs.

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