



R.E.A.D.®

ON!

Continuing Education for R.E.A.D. Teams

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R.E.A.D. Authors: Semi-annual Listing

Oops! We committed to a semi-annual listing of R.E.A.D. handlers who have authored children's books, and the 2nd listing was due last month, in September. Because we were so excited about all the R.E.A.D.ers gathered at the IAHAIO conference in Amsterdam in August, this list got bumped for a month, for which we apologize!

WE HAVE TWO BEAUTIFUL BOOKS to share with you since last February. That's all! Please don't be shy about letting us know if you have made the heroic effort of creativity, time and expense to write a book. We must rely on information to come from all of you. If you would like to be included on the next list, please send us:

- Your name
- Name of your book
- Suggested age-range of readers
- Publisher (or self-published)
- Price
- Where/how to buy it
- Your Email and/or phone number (in case someone wants to talk with you, find out more about the book, etc.)

We will look forward to hearing from you all! Meanwhile, please check out the two books on the next page by Alison Keenan and Dee Dee Davis.

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The News About Our Kids' Education Keeps Getting Worse

Please keep R.E.A.D.ing, everyone! The latest data show ongoing deterioration!

Reading skills of 12th graders hit a new low

By DANA GOLDSTEIN - The New York Times

The reading skills of American high school seniors are the worst they have been in three decades, according to new federal testing data, a worrying sign for teenagers as they face an uncertain job market and an information landscape challenged by artificial intelligence.

In math, 12th graders had the lowest performance since 2005.

The results, from the National Assessment of Educational Progress, long regarded as the nation's most reliable, gold-standard exam, showed that about a third of the 12th graders who were tested last year did not have basic reading skills.

It was a sign that, among other skills, they may not be able to determine the purpose of a

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Bentley's Day Out

A Day with Bentley the Therapy Dog

By Dee Dee Davis

This is a touching glimpse into the special duties of a therapy dog and the life-changing companionship they bring to those in need.

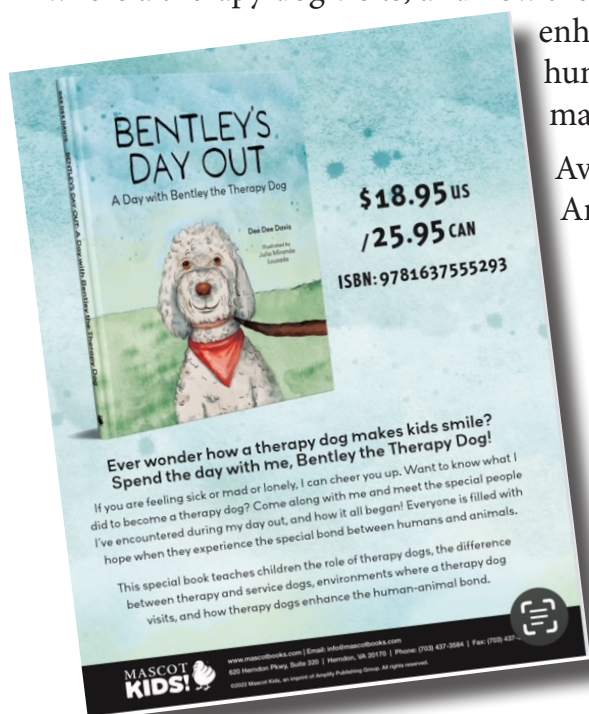
The book follows Bentley, the author's real-life goldendoodle companion who spends his days bettering the lives of everyone he meets—serving others with his compassion, charisma, and comforting presence.

Bentley's Day Out allows young readers to follow Bentley for a day, teaching children about the role therapy dogs play in the lives of those who are sick, lonely, or stressed.

Children will learn the difference between therapy and service dogs, understand the environments where a therapy dog visits, and how therapy dogs

enhance the human-animal bond.

Available on Amazon.

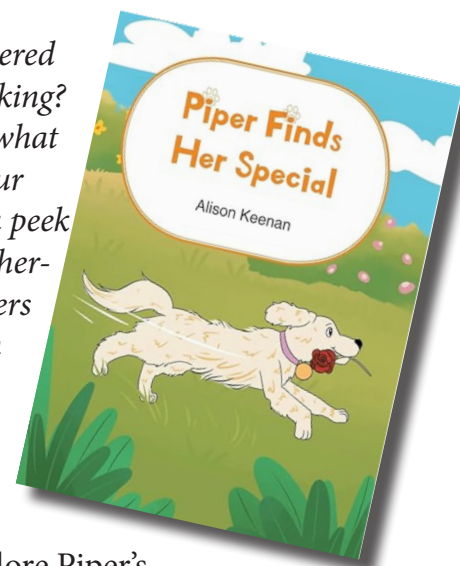


Dee Dee & Bentley are members of our affiliate in Memphis, MidSouth Therapy Dogs, and have participating in R.E.A.D. since 2015.

Piper Finds Her Special

By Alison Keenan

"Have you ever wondered what your dog is thinking? Do you ever wonder what their purpose is in your life? This book takes a peek inside the mind of a therapy dog as she discovers her special purpose in life while providing a reading program for children."



In *Piper Finds Her Special*, you may explore Piper's thoughts and emotions as a Therapy Dog on a mission to discover her unique purpose. Piper is a dog on a mission to find what makes her truly unique and how she can make a difference in the lives of those around her while participating in a children's reading program, READING Paws. Readers are encouraged to think about subjects such as empathy, purpose and the unique bond between humans and animals.

Purchase at Amazon, Barnes & Noble or Worldwide Publishers—Kindle, hardcover or paperback
email: piprldy1@gmail.com 414-416-2292

Website: www.therapydogpiper.com

Alison & Piper are members of our affiliate Therapy Patient Connections and READING Paws in Lebanon, Tennessee, and have participating in R.E.A.D. since 2019.



Piper with her book.

political speech. In math, nearly half of the test takers scored below the basic level, meaning they may not have mastered such skills as using percentages to solve real-world problems.

The test scores are the first of their kind to be released since the COVID-19 pandemic upended education. They are yet another sign that adolescents are struggling in the wake of the virus, when schools were closed for months or more. They also arrive at a time when Americans overall are abandoning printed text for screen time and video-dominated social media, which experts have linked to declining academics.

The NAEP test results indicate “a stark decline” in performance, said Matthew Soldner, the acting commissioner of the National Center for Education Statistics, the arm of the Federal Education Department that administers the tests.

Only about a third of 12th graders are leaving high school with the reading and math skills necessary for college-level work, he added.

The findings echo grim statistics on the recent achievement of younger children.

For about 10 years, declines have been most pronounced among low-performing students,

indicating that the floor of academic achievement has fallen. NAEP scores among top 12th graders — those at the 90th percentile or above — have not changed significantly over the decades these exams have been given, in either reading or math.

Test score drops were probably caused in part by the disruptions of the pandemic, including illness, school closures and remote learning. The seniors included in the new federal data were in eighth grade when the virus transformed daily life in March 2020. Millions of teenagers spent a year or more learning online.

Even so, data from previous testing shows that learning declines — especially among struggling students — began several years before the pandemic. Experts have pointed to a wide range of possible explanations.

Over the last decade, both adults and children began to replace reading time with screen time, social media and, increasingly, streaming video. And over the same period, the federal government and many states relaxed policies that were intended to hold schools and teachers accountable for student learning.