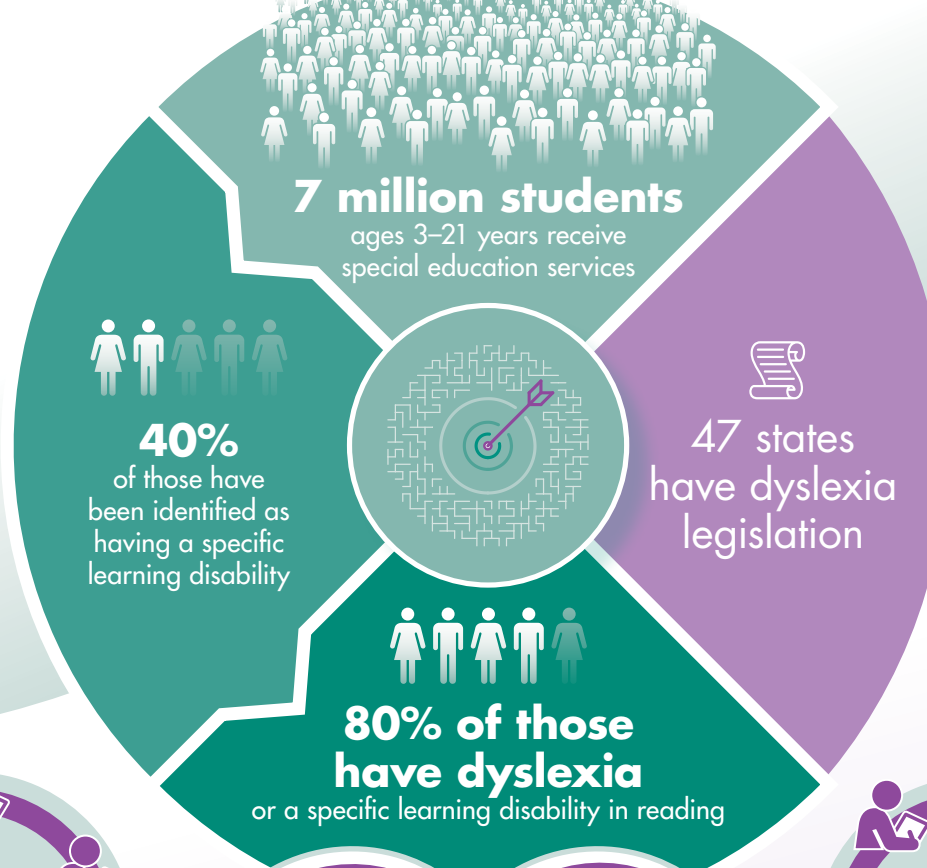


Find out **WHY** students struggle with reading

The FAR not only tells you why there's a problem but it also provides tools to **help educators develop informed, targeted, and effective interventions.**



"If the whole purpose of doing an evaluation is to paint a picture of the learner, then some of the other things we've done historically have not been able to connect the dots. The FAR does. It gives a much better diagnostic and even research-based assessment of reading than just basic reading comprehension or reading fluencies or word recognition."

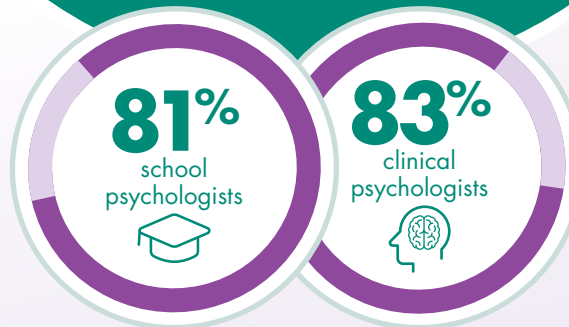
Lynn Collins
School psychologist, Executive director,
South Carolina Association of School Psychologists

5 out of 6 clinical psychologists* say using the **FAR** allowed them to **reduce the number of tests** they use to assess reading disorders



"It's a wonderful tool. I was cobbling together other tests, so finding the FAR was a really great discovery."

Jacqui Veitch Richie,
MS, District 504 Coordinator, School Psychologist II



81% of school psychologists and 83% of clinical psychologists* agree the **FAR** has allowed them to **create or choose more appropriate interventions** for their students

"It gives so much more information about the different processes in reading. The more you know about the deficit, the easier it is to intervene."

Angela Hodges,
EdS, NCSP, School psychologist



4 out of 5 school psychologists* choose the **FAR** over other reading tests because **it identifies dyslexia and/or specific dyslexic subtypes**

"You can tap into the specific cognitive processes associated with reading, and it's more narrow than other measures, so you can identify a learning disability."

Angela Hoffer,
PsyD, NCSP, School psychologist

PAR. To learn more, visit parinc.com/FAR