

Attainment's

ELSB

*Early Literacy
Skills Builder*

User Guide



Early Literacy Skills Builder User Guide



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The Early Literacy Skills Builder (ELSB) is a multi-year preliteracy curriculum for elementary-aged students with significant developmental disabilities who have not acquired print and phonemic awareness. The ELSB is appropriate for students who have moderate-to-severe intellectual disabilities or multiple disabilities, and students who have autism.

This curriculum is based on underlying principles of direct and systematic instruction. These two components were combined to create the scripted curriculum for ELSB.

Two systematic instructional methods used in this curriculum are the system of least prompts and the constant time-delay procedure. Additionally, repeated opportunities to learn a concept is an important component of ELSB and the software/app. Repeating lessons 2-10 times has shown positive results.

The ELSB curriculum has seven levels with five lessons each. Each level increases the expectations for students. Lessons are built on 14 objectives arranged in an easy-to-hard sequence. More difficult objectives are not introduced until higher levels and easier objectives receive less emphasis at higher levels (see the Additional Resources).

ELSB has two major components: 1. Building with Sounds and Symbols; and 2. Building with Stories. The ELSB software/app presents the Building with Sounds and Symbols component, which includes the scripted lessons for teaching each early literacy skill. The Building with Stories component uses literature of students' grade level in shared story reading activities.

This component gives students access to the general classroom curriculum and helps students apply the literacy skills they learned to a story-based lesson. The ELSB software/app does not include this component, however, it is a critical component to implement. Users are strongly urged to implement some form of story-based lessons in addition to using the software/app. For more information or for storybased lesson guidelines, refer to Early Literacy Skills Builder (Browder, Gibbs, Ahlgrim- Delzell, Courtade, & Lee, 2007) and Building with Stories: Adapted Books for Early Literacy (Zakas & Schreiber, 2010).

An advantage of using the software/app over print is that the software/app is able to store detailed records of the daily work students are accomplishing. Students' responses and the amount of time spent on each objective are stored. Daily work and Assessments are stored and accessible to the educator.

ELSB software/app follows the same script and instructional content of the ELSB print curriculum for the Building with Sounds and Symbols component. Each student has an avatar to represent them. The student's avatar enters the screen to signal the student's turn to respond.

For more details on avatars, see [Get Started—Avatars](#).

ADDITIONAL RESOURCES

Additional resources are available to use in conjunction with the software/app and include PDF files of teaching support materials. PDFs include flashcards of the sight words and a collection of images that are used throughout the software/app. These images are available for printing or for use in augmentative and alternative communication (AAC) devices.

Supplemental materials, such as the printed *All About Moe* book, Moe hand-puppet, and the printed ELSB curriculum are available for purchase from Attainment Company, Inc.

GLOSSARY OF TERMS

constant time-delay procedure: A teaching procedure that times the prompt a student is given. In *ELSB*, the sight words are taught using the time-delay procedure.

In Round 1, the educator points (the prompt) to the correct response while giving the directive to the student, giving no wait time between the direction and the prompt (a 0-second time delay). This teaching trial is followed by Round 2, where the educator waits a period of time (e.g, 5 seconds) before prompting the student (a 5-second time delay).

direct instruction: A teaching model that supports teaching in small steps, providing student practice after each step, providing guidance during practice, and ensuring a high level of success.

distractor: An incorrect response provided as a foil.

observational learning: Learning that encourages students to participate as well as observe during group lessons. Students are not asked to answer every question in the lesson (when in a group) but are encouraged to observe their peers as they respond.

prompt: A verbal or physical support or cue provided to help students choose the correct response.

prompt hierarchy: The levels of assistance sequenced by an educator; the hierarchy can be arranged from least to most assistance and most to least independence.

system of least intrusive prompts: A system of prompting that encourages independent responding by the student. If the student does not respond, the prompts follow a hierarchy to give the least intrusive prompt. Also referred to as the system of least prompts.

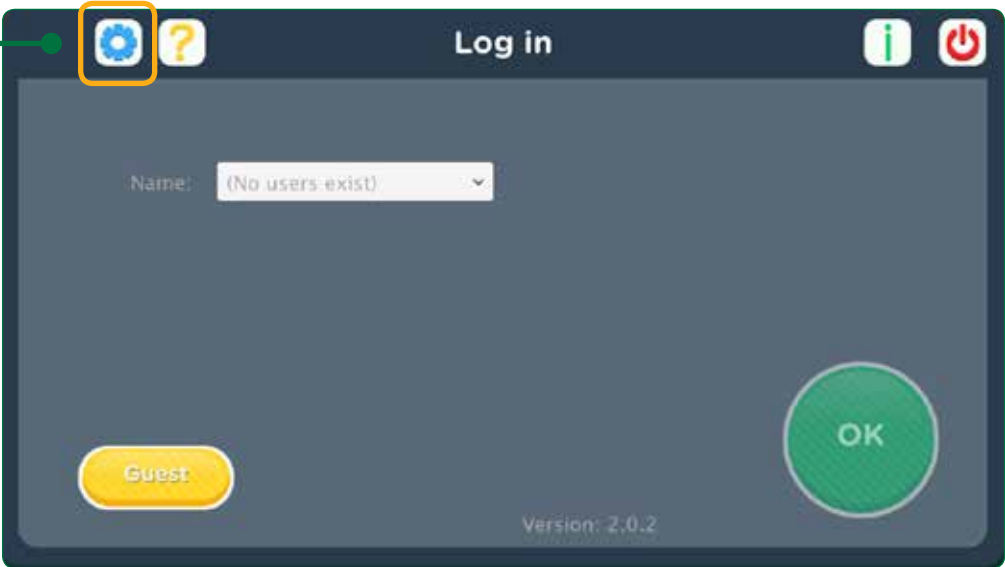
systematic instruction: Instruction that is thought out and carefully planned; instruction that systematically builds upon prior learning moving from simple to complex.



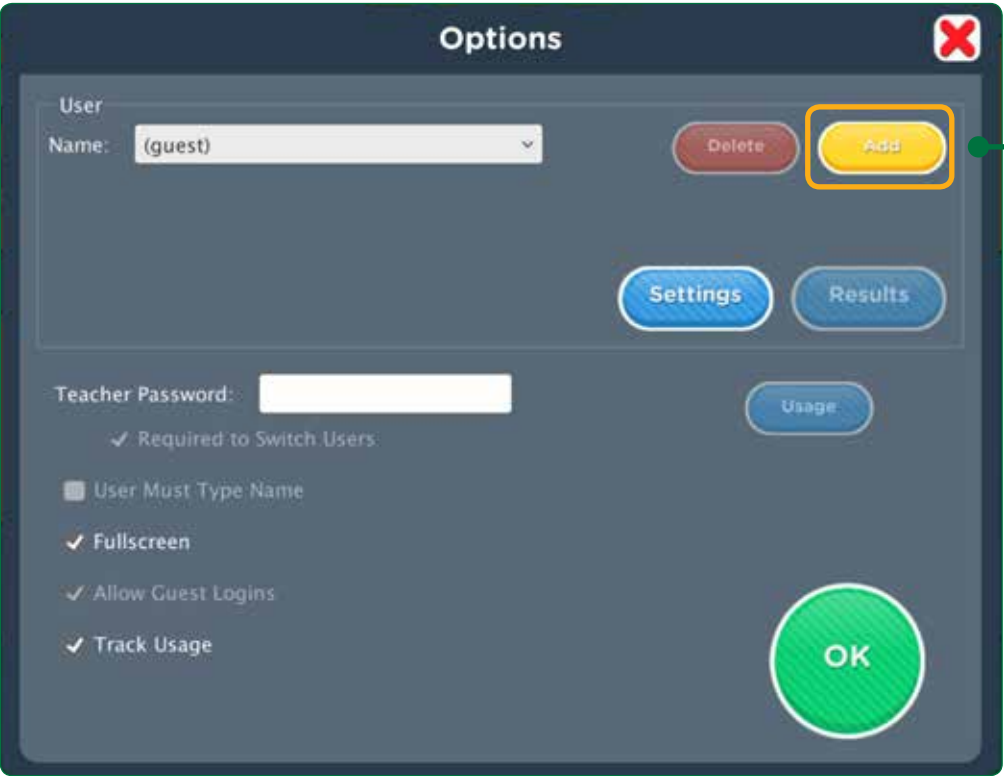
The *ELSB* program opens to a login screen. To begin, you must be logged in either as Guest or as a student. Logging in as Guest is one way to become familiar with the program. When logged in as Guest, activity in the program will not be saved.

To log in as a student, student accounts need to be created. To **create** a student account, choose the **gear icon** (on iPad) or **wrench icon** (on computer). Then choose **Add**. Enter the student's name and begin to create the student's avatar.

Gear icon on iPad



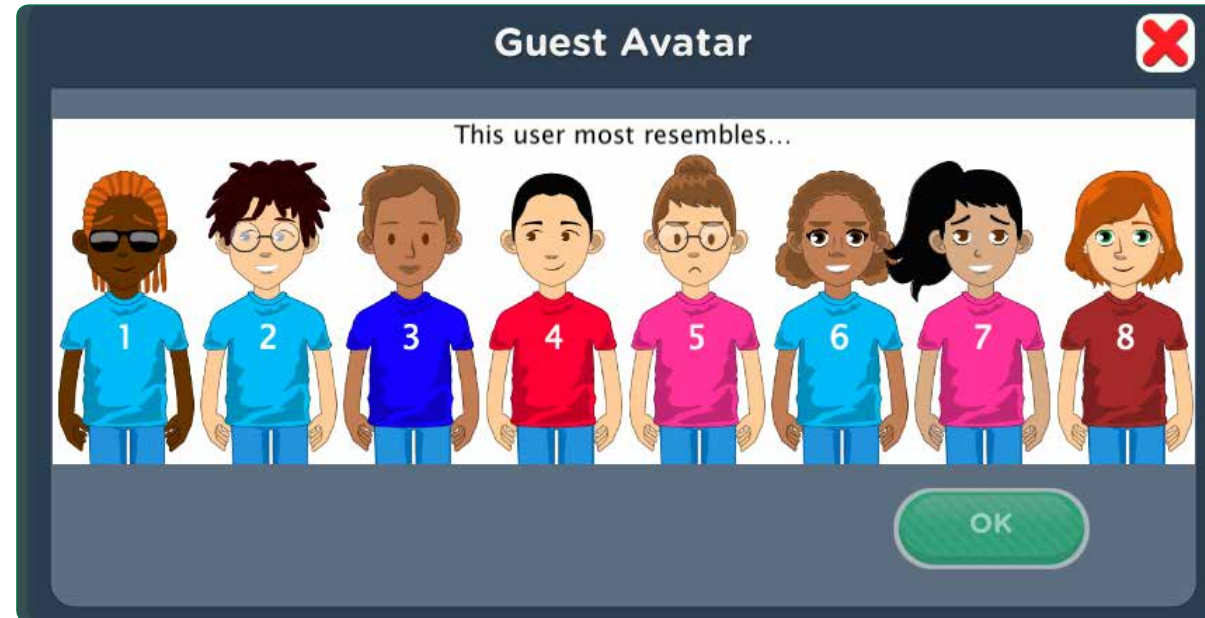
Choose Add to create a student account.



Section 2

Getting Started

AVATARS



While participating in the *ELSB* lessons, an avatar represents the student or Guest. Avatars can be created by the students themselves. An avatar resembling the student's gender is first chosen. Additional changes can be made by choosing **Edit**. There are many physical characteristics to choose from, such as eye shape, eye color, hair style, hair color, and wardrobe.

During lessons, the student's avatar enters the screen, signaling a student's turn to respond. This is especially helpful when using the software/app with small groups of students.



To modify an avatar once it's created, go to **Options --> Student Settings --> System tab - Edit**.

Note that avatars are not used during the Assessment portion of the program.

Section 2

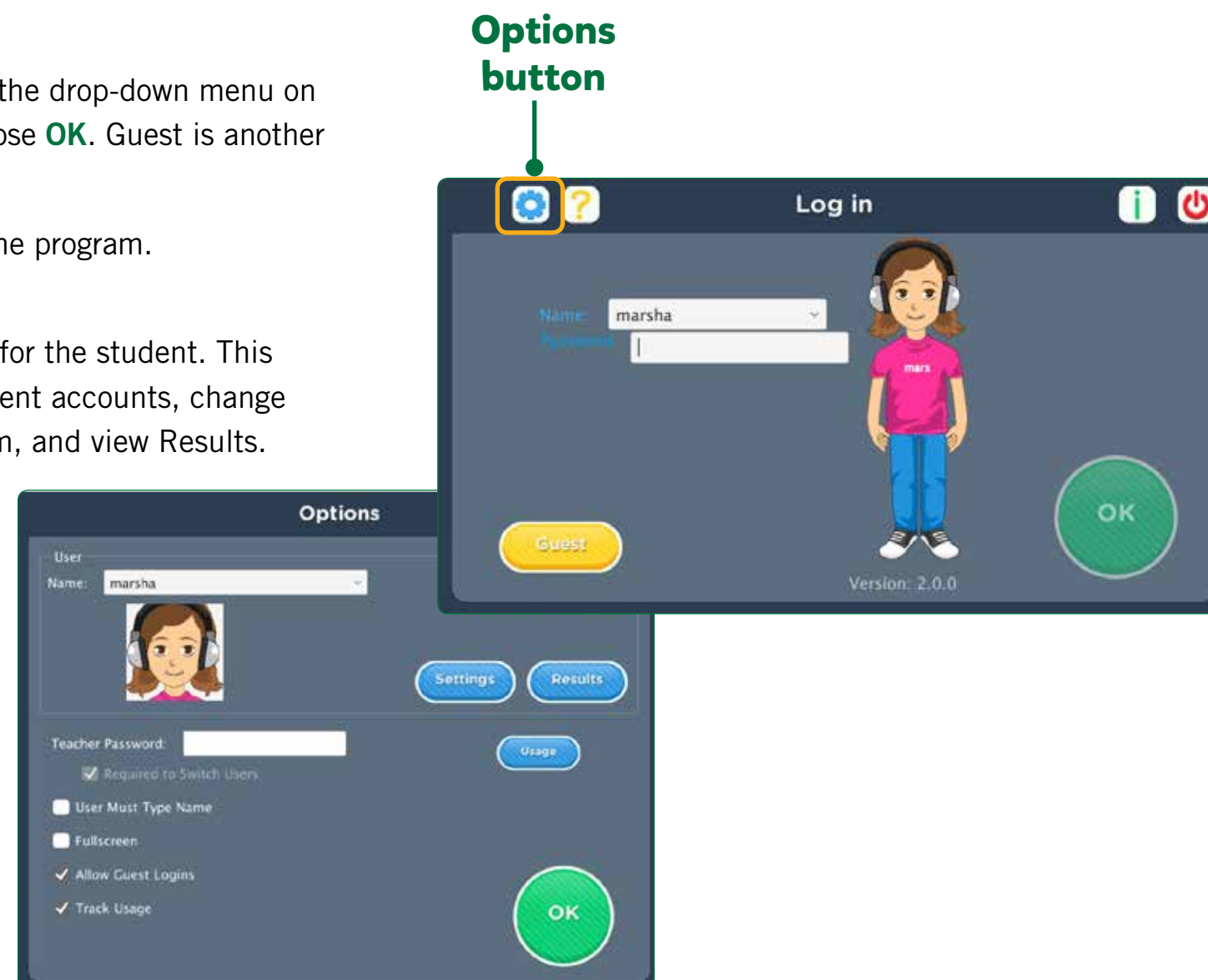
Getting Started

LOG IN

Once student accounts are created, the student's name will show in the drop-down menu on the login screen. To log a student in, select his or her name and choose **OK**. Guest is another login choice you can make.

When a student account is active, the student's activity is saved in the program.

Once the avatar is created, additional settings can be individualized for the student. This is done via the **Options** screen. In **Options**, you can add or delete student accounts, change program settings, set passwords, monitor student time in the program, and view Results.



SMALL GROUP LOG IN

ELSB has a unique feature that allows multiple students to use the software/app at the same time, from the same computer, while taking turns to respond. This is referred to as **Small Group** participation. When two or more student accounts have been created, **Small Group** becomes an option on the Login screen.

When the **Small Group** button has been chosen, select and add the students who will be forming the small group for the lesson. Choose **OK** once the students have been added, or choose **Save** to save the selected students as a group. Then name the small group.



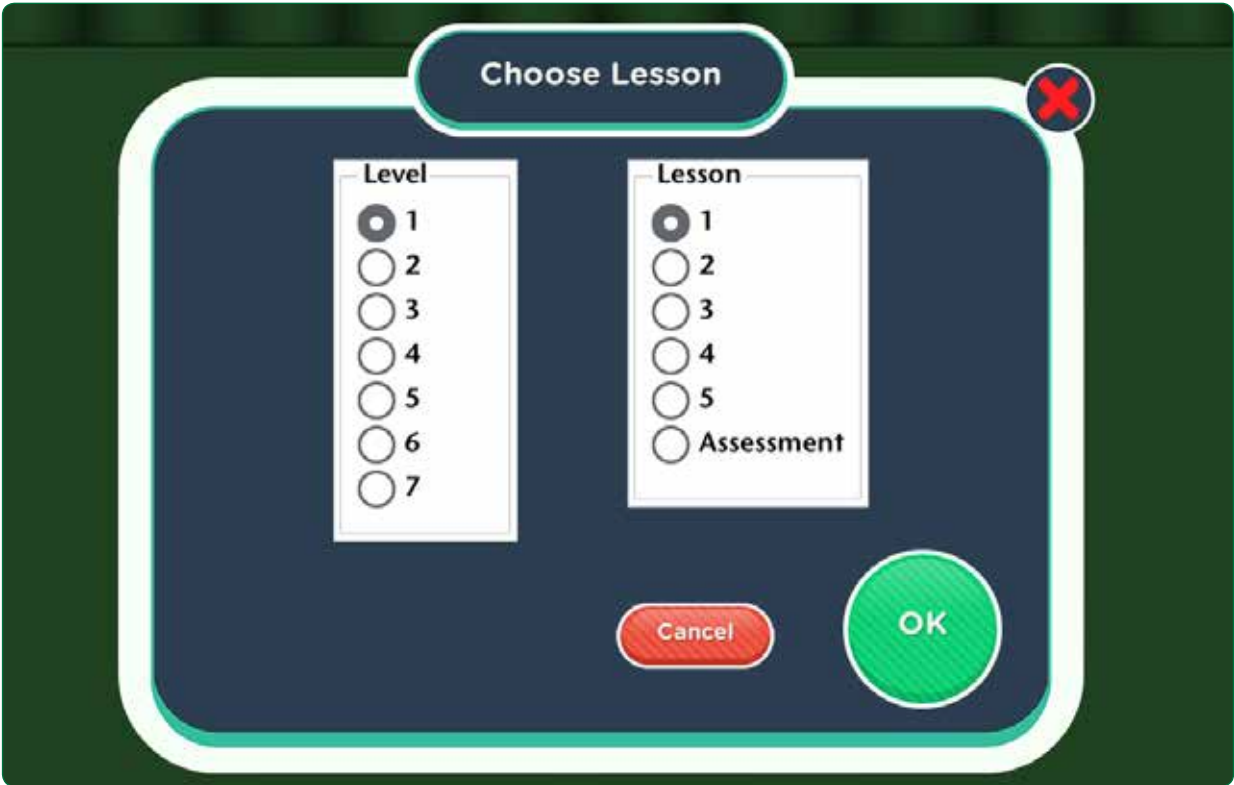
CHOOSE LEVEL AND LESSON

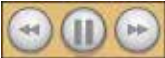
ELSB starts with Level 1, Lesson 1 and ends at the completion of the Level 7 Assessment. The app remembers the last completed lesson and how many times lessons are to be repeated. (The number of times lessons are repeated is an option in the student's settings.)

Once logged in, the **Choose Level and Lesson** window shows the level and lesson the program suggests; you may also choose a level and lesson. Choose **OK** to start the software/app or adjust the level or lesson.

NAVIGATION

ELSB is designed to take students through each lesson briskly. Each lesson starts with an Opening and ends with a Closing. Tools are available that allow you to interrupt progress of the lesson.



A **pause button**  is located in the lower-left corner. The app will only respond to the pause button in designated parts of the script. If pause doesn't respond immediately, wait for the script to advance a sentence or two and try again.

While in a lesson, additional navigation options are available. Their appearance and function differ slightly between the software and the app. Each is described on the next page.

iPad App

On the screen for logging in, as well as the **Choose Level and Lesson** screen, the **gear icon** at top right will open the **Options** window, and the **question mark** will open the **User Guide**.

Touch user name to log off and change options

Touch number to advance to a different objective



Options User Guide



Inside the lesson, the lily pads indicate parts of a lesson: Opening, objectives, and Closing. To advance to a specific part, press and hold the objective number for a moment, then release.

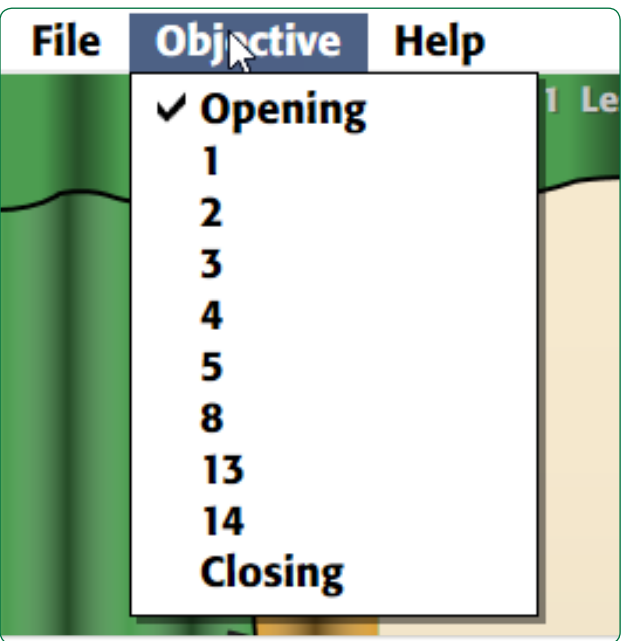
To change options for a user, you must first log off by touching the user's name at top left.

Software

On the login screen, select the **wrench icon** for **Options** and the **red circle** to quit the program.

On the **Choose Level and Lesson** screen, the first drop down menu at top left of the screen—"ELSB" on the Mac and "File" on the PC—has the alternatives of logging student out, going to **Options** window, or quitting ELSB. The "Avatar" selection is for changing an avatar's appearance, and the "Help" selection accesses the **User Guide**.

Inside the lesson, the "Avatar" choice is replaced by "Objective." Select this menu to move to a different objective.



NOTE:
When in full screen on the computer, these menus are auto-hidden.

OPENING AND CLOSING

ELSB was developed to shape mastery of 14 objectives through an easy-to-difficult sequence. Daily lessons contain selected objectives. A few easier objectives have less emphasis at the upper levels and a few challenging objectives are not introduced until later levels.

This curriculum has seven levels; each level has five lessons.

An **Opening** segment begins each lesson. It's a short anticipatory set designed to warm up and engage the student in the lesson.

Each lesson ends with a short **Closing** segment.

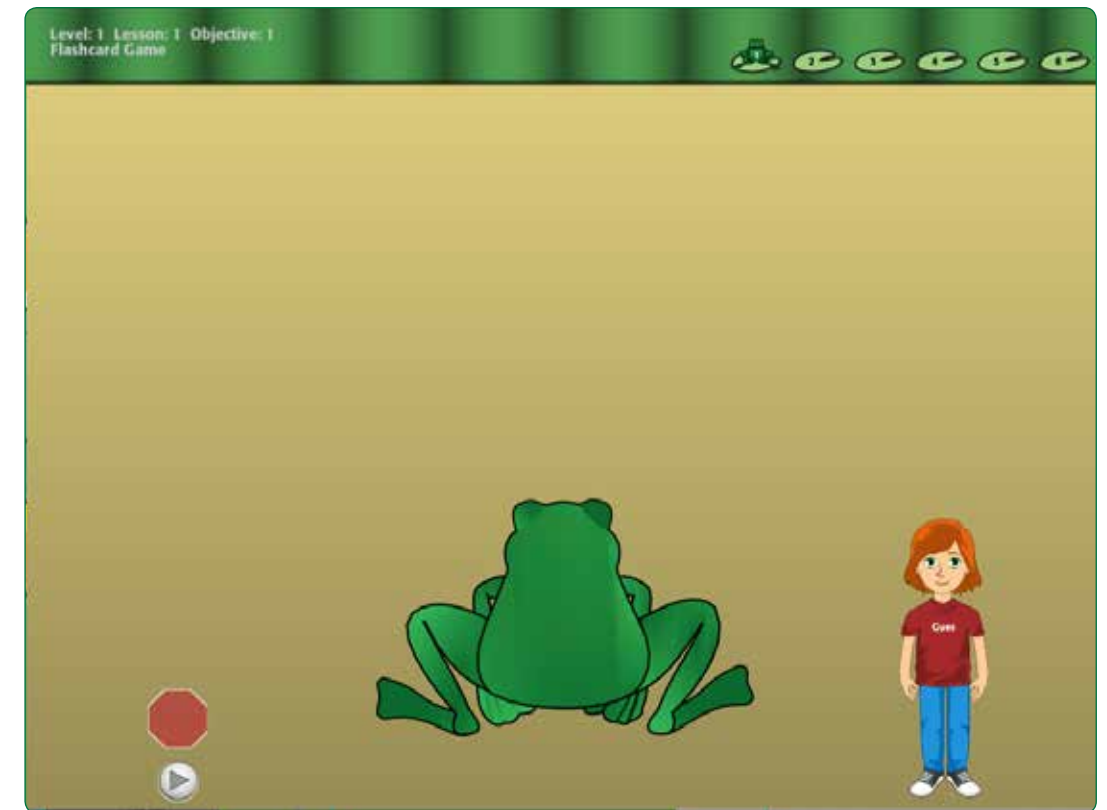
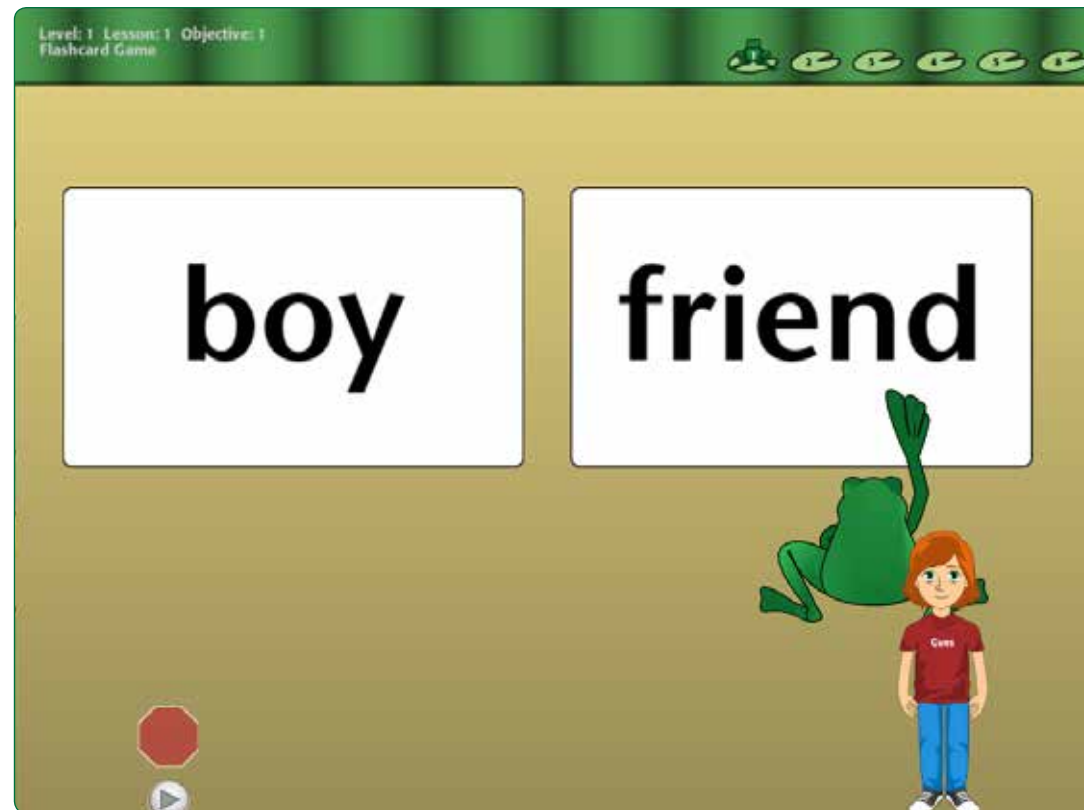
Moe is the main character of the **Opening** and **Closing**.



Section 3

Lessons Components

OBJECTIVE 1



Activity: Read Sight Words

Objective: Read sight words using time-delay instruction.

Purpose: This activity uses a constant time-delay procedure to enhance students' sight word vocabulary.

What Happens: In Round 1, students are instructed to point to the sight word that Moe is pointing to. In Round 2, students are instructed to point to the sight word on their own. If the student does not respond within 5 seconds,* Moe guides students to the correct answer by pointing to the word. If another 5 seconds passes without student interaction, or if an incorrect answer is chosen, all incorrect answers fade. The correct answer is visually enhanced and is the only answer selectable.

Sight words introduced and reviewed in Objective 1 include:

- Level 1: **boy, friend, girl**
- Level 2: **me, is, friend**
- Level 3: **want, he, boy, is**
- Level 4: **my are, is, me, want**
- Level 5: **like, give, friend, are, he**
- Level 6: **where, have, my, girl, give**
- Level 7: **was, does, like, have, where**

Levels 1 and 2 present the correct answer and one distractor word; Levels 3 and 4 give two distractors; and Levels 5, 6, and 7 present three distractors.

* The amount of "wait" time can be adjusted in [Student Settings](#). The default setting is 5 seconds wait time.

Section 3

Lessons Components

OBJECTIVE 2



Activity: Flashcard Game

Objective: Point to sight words to complete sentences.

Purpose: The purpose of this activity to enhance students' comprehension of sight word vocabulary.

What Happens: A sentence containing the sight word is read twice to the student. Then the sight word is removed, and the sentence is read once more. Sight word options for completing the sentence are shown. Students are instructed to select the word that completes the sentence. Students are given 5 seconds* to select a word on their own. If no response is given within 5 seconds, the verbal prompt is repeated. If another 5 seconds passes without student interaction, or an incorrect answer is selected, all incorrect answers fade. The correct answer is visually enhanced and is the only answer selectable.

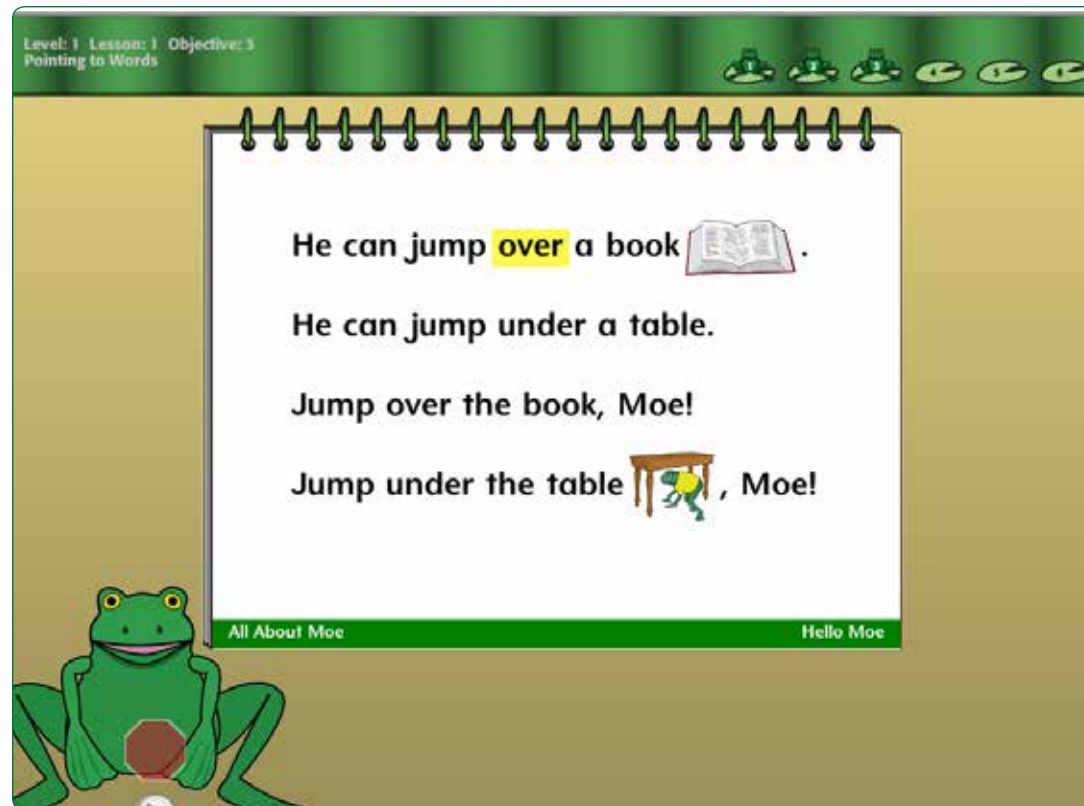
Levels 1 and 2 present the correct answer and one distractor; Levels 3 and 4 present two distractors; and Levels 5, 6, and 7 present three distractors.

**The amount of "wait" time can be adjusted in [Student Settings](#). The default setting is 5 seconds wait time.*

Section 3

Lessons Components

OBJECTIVE 3



Activity: Pointing to Words

Objective: Point to text as it is read.

Purpose: This text-pointing activity promotes print awareness, that is, the concept of words and spaces, and left-to-right, top-to-bottom orientation of text reading.

What Happens: First, a story from the *All About Moe* book is read. Lines of text are singled out for text pointing. The words are pointed to as they are read again. The students are then prompted with highlighting and a pointing finger, to point as the text is read one more time. The program waits during the second round for the student to point to the first segment/word before reading the text. Early levels use a single line of text for text pointing. As students progress through the program, additional lines are added.

Section 3

Lessons Components

OBJECTIVE 4



Activity: Hidden Words

Objective: Say and/or point to a word to complete a repeated story line.

Purpose: This activity promotes students' awareness of text and the concept of word. The repeated storyline allows students to predict the text and begin to "read."

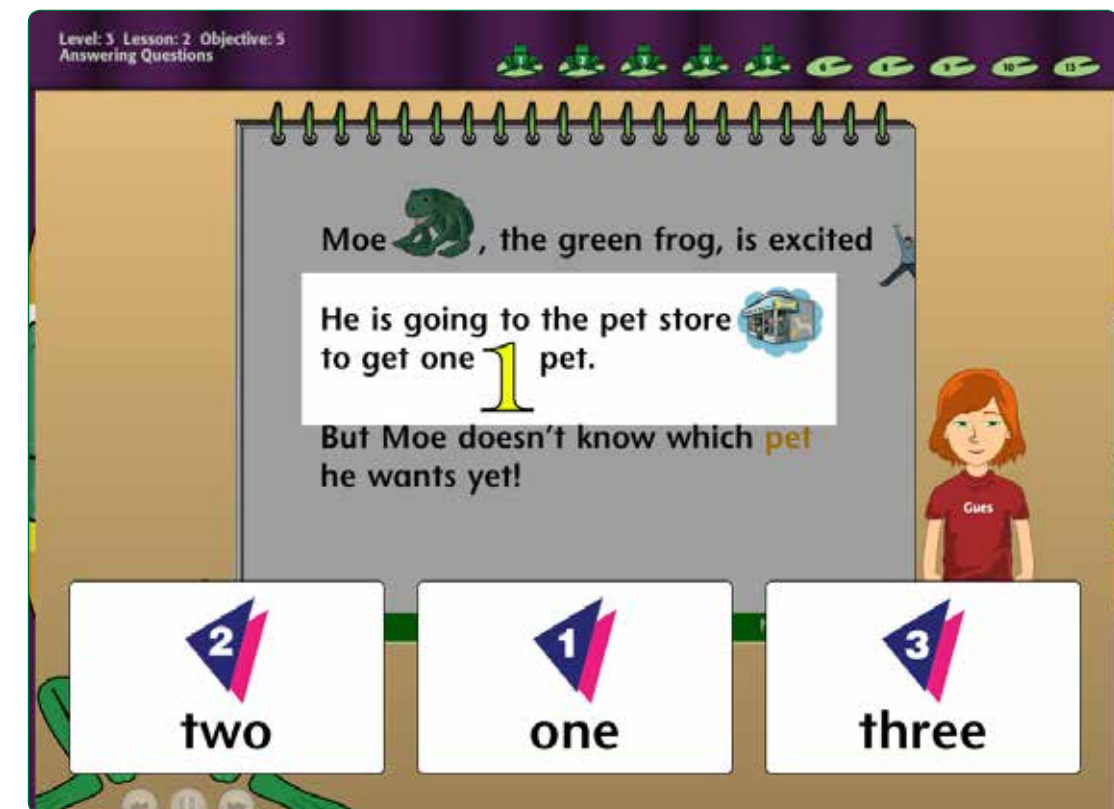
Listening comprehension is also improved in this activity.

What Happens: Lines from the story that contain a repeated story line are read. The repeated word is covered in the second line with a virtual Post-It® note. Students are instructed to touch the covered word and the app demonstrates this first. After the student points to the covered word, the second part of this objective is to select the word now showing as a choice. The program first demonstrates by reading the lines again and selecting the correct card. The lines are read one more time and the students are instructed to select the correct word.

Section 3

Lessons Components

OBJECTIVE 5



Activity: Answer Questions

Objective: Respond to questions about a story.

Purpose: The purpose of this activity is to provide support for listening comprehension. Questions are asked immediately after a designated line is read as a way to support students' comprehension of the text read.

What Happens: A story from the *All About Moe* book is read. Questions about the story are asked at designated lines in the story. Response options are presented. In early levels, the answer choices combine pictures with text. In later levels, the choices are text only. In early levels, the questions are literal, but in later levels, questions include those that are predictive, summative, and inferential.

Section 3

Lessons Components

OBJECTIVE 6



Activity: Chunking Words

Objective: Demonstrate understanding of syllable segmentation by clapping out syllables in words.

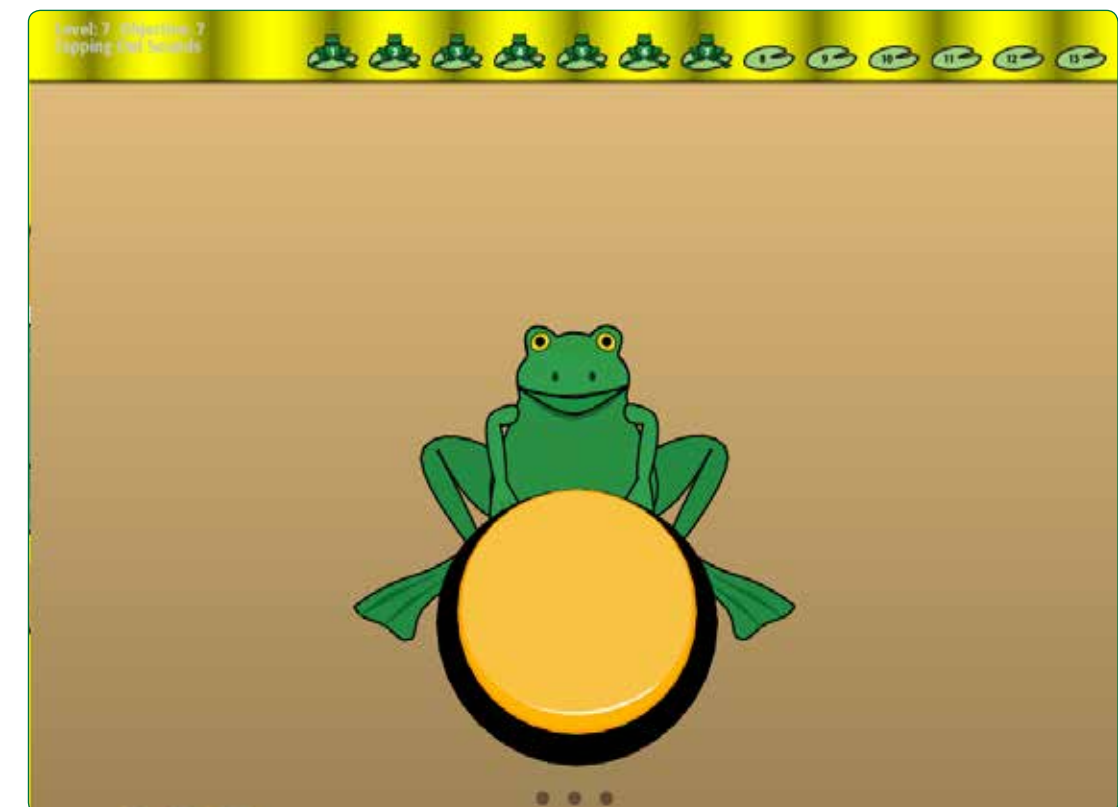
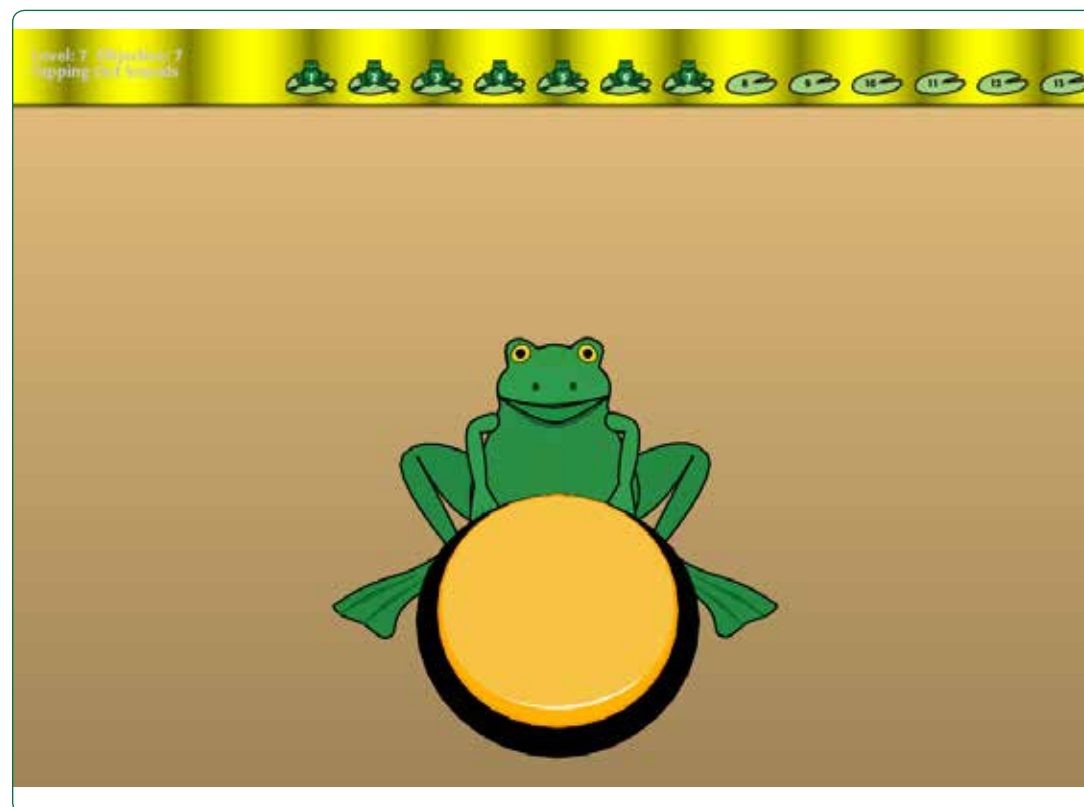
Purpose: This activity emphasizes syllable segmentation—a phonological awareness skill that lays the foundation for phonemic awareness. Children learn that words have parts (syllables) before they discover that words have individual sounds. The purpose of the activity is to help students hear the rhythm and stress in words and therefore hear the syllables.

What Happens: Moe says words the fast way and the slow way. Moe demonstrates clapping for each syllable in the word. Then students are instructed to clap (tap on or click on Moe's outstretched hand) once for each syllable they hear. Delivering words the slow way emphasizes syllable segmentation. The app will wait until the student "claps" for each syllable to be spoken. A setting in Options is available to turn off the "wait," meaning the program will continue regardless of a response or lack of response. Another optional setting is to reverse the order, so the student claps after the syllable is spoken.

Section 3

Lessons Components

OBJECTIVE 7



Activity: Tapping Out Sounds

Objective: Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC (consonant-vowel-consonant) words.

Purpose: This activity emphasizes phoneme segmentation—a phonemic awareness skill. Having the words spoken the “slow” way introduces students to segmenting sounds in words.

What Happens: Moe says the word slowly and demonstrates tapping on a switch for each sound in the word. Then students are instructed to tap (tap on the switch) once for each sound they hear. The program waits for a “tap” for each sound. A setting in Options is available to turn off the “wait,” meaning the program will continue with the activity regardless of a response or lack of response.

Section 3

Lessons Components

OBJECTIVE 8



Activity: Letter Sounds Game

Objective: Identify letter-sound correspondences.

Purpose: This activity introduces students to letter-sound correspondence. The focus of the activity is on the sound the letter makes rather than on the letter name. A school news announcement with the sound being targeted is read to the students as a way to “bombard” students with the sound being introduced. The focus of the school news is on giving students an opportunity to hear the sound in words, not to keep up with touching the letter-sound as words that start with the sound are said. This objective helps students begin to learn the alphabetic principle.

What Happens: Students are instructed to touch the letter-sound with Moe. Next, the students are instructed to find the letter-sound given other graphic distractors. The school news is read and the students are to listen for words that start with the sound. The first time the announcement is read, Moe touches the letter-sound when she hears a word that starts with the sound. The second time the announcement is read, students are instructed to touch the letter-sound when they hear a word starting with the sound.

Section 3

Lessons Components

OBJECTIVE 9



Activity: First/Last Sound Game

Objective: Point to and/or say the first/last sound in words.

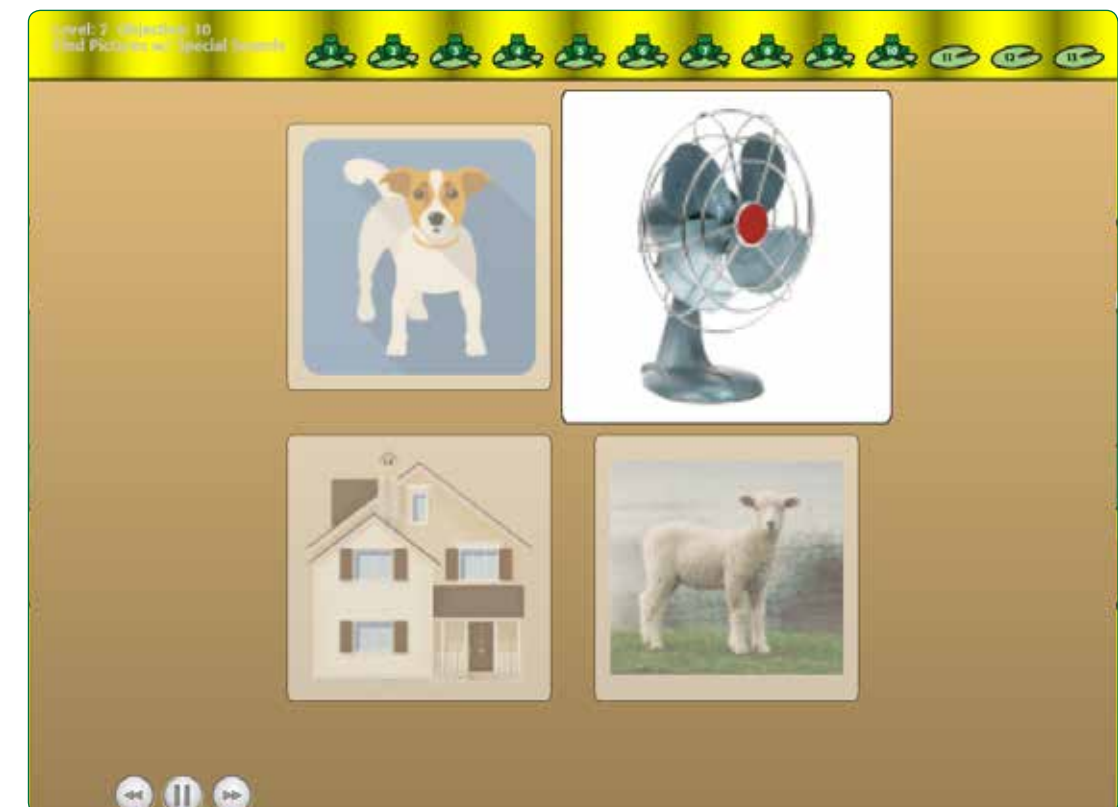
Purpose: This activity helps students understand that words consist of sounds and the sounds in a word can be segmented. Students learn what first, last, and next mean. This activity develops phonemic awareness.

What Happens: Four word cards are displayed. One-by-one the cards are enlarged for direct instruction on first and last sounds. Moe models the activity by pointing to the first, next, and last sounds in the word. Students are asked to say the word then point to the first, next, and last sounds.

Section 3

Lessons Components

OBJECTIVE 10



Activity: Finding Pictures with Special Sounds

Objective: Identify pictures that begin/end with given sounds.

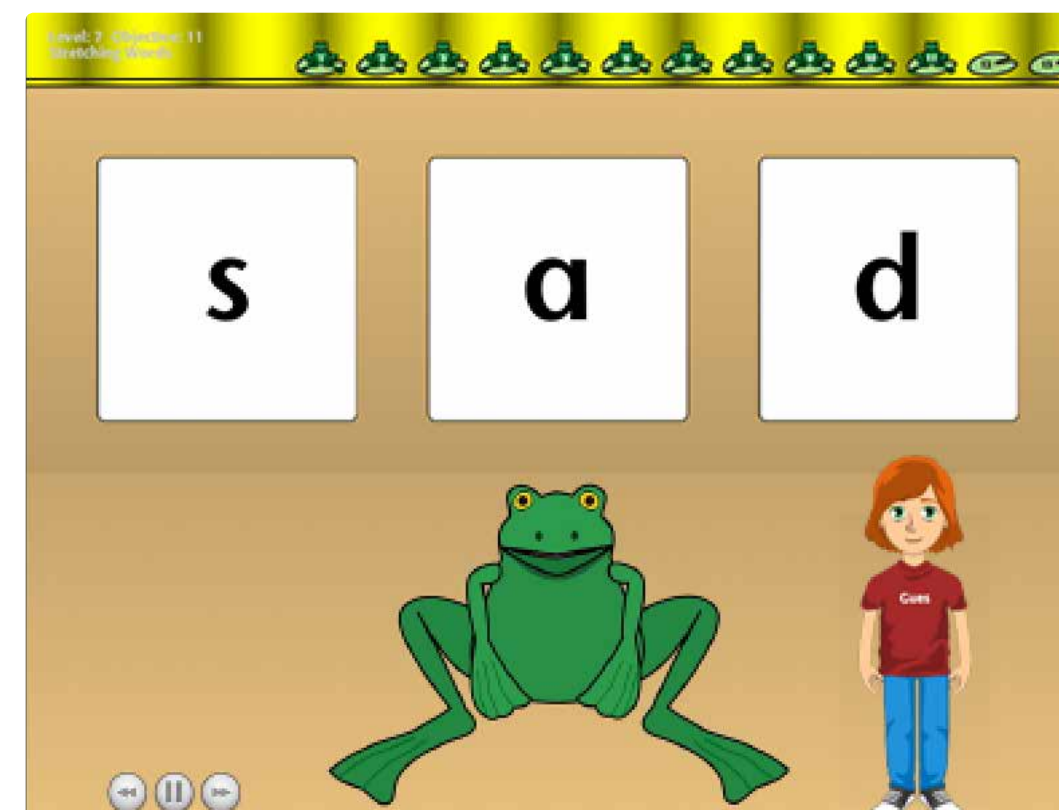
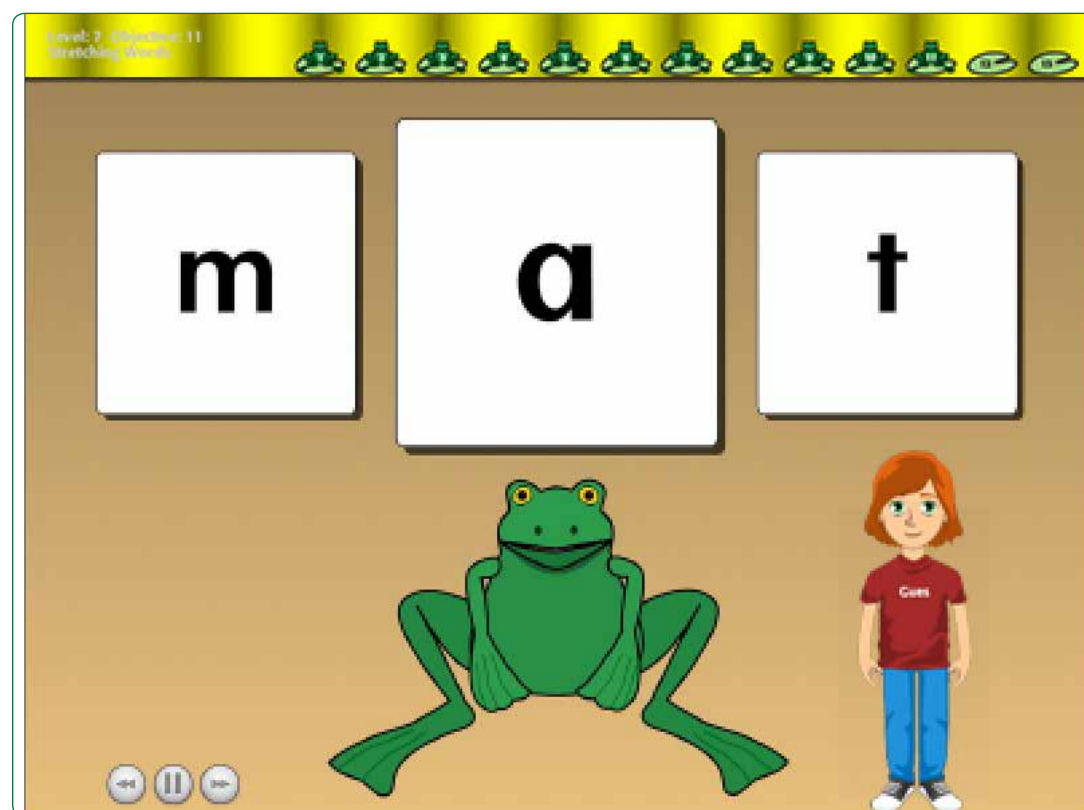
Purpose: This activity emphasizes phoneme segmentation—a phonemic awareness skill. Students need to be able to segment the beginning and/or ending sound of a word to have adequate phonemic awareness.

What Happens: Four pictures are displayed. One-by-one each picture is named and the first or last sound of the word is emphasized. Students are instructed to select the picture with a specified first or last sound. Early levels ask students to find the picture that starts with the given sound; ending sounds are presented in Levels 6 and 7.

Section 3

Lessons Components

OBJECTIVE 11



Activity: Stretching Words

Objective: Point to letter sounds in words.

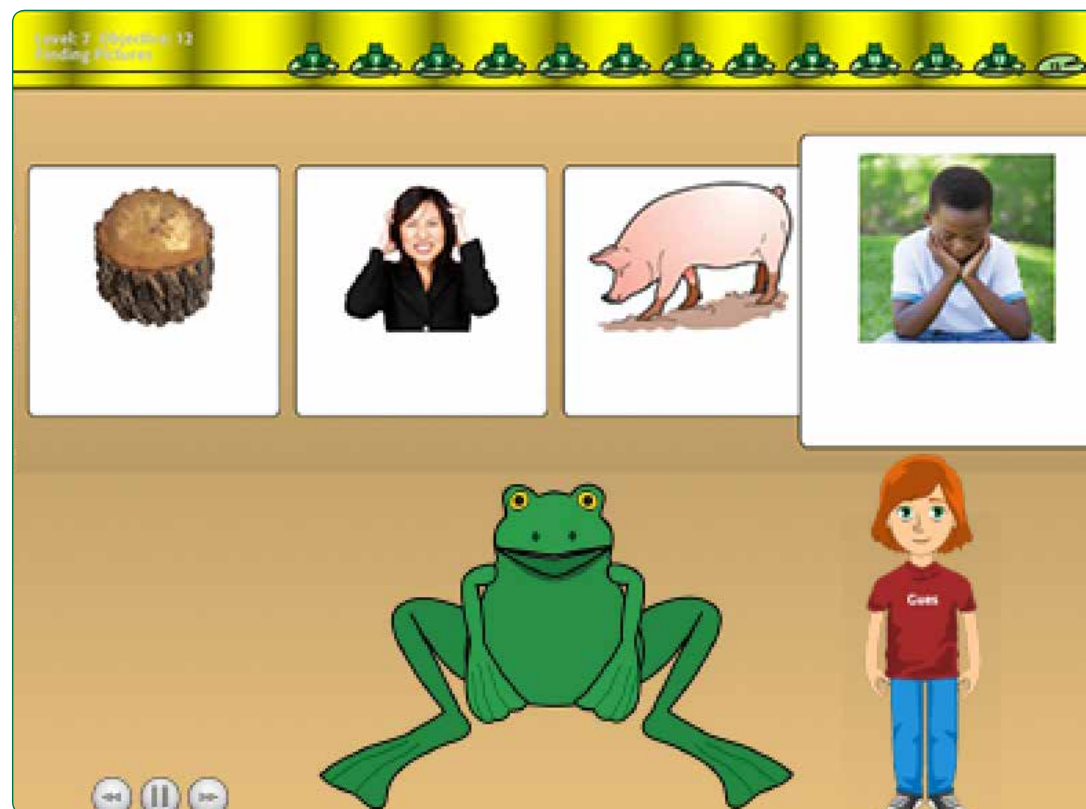
Purpose: Students learn that words can be segmented into sounds. Consonant-vowel- consonant (CVC) words are the focus of this phonemic awareness activity.

What Happens: A CVC word is shown with each letter appearing on a separate card. The word is read slowly, segmenting each sound in the word. Next, the students are instructed to point to each sound as the word is read again with each sound segmented.

Section 3

Lessons Components

OBJECTIVE 12



Activity: Finding Pictures

Objective: Blend sounds to identify pictures.

Purpose: This activity requires students to blend sounds to form words and then to find the corresponding picture. Blending is a component of phonemic awareness.

What Happens: Images of four CVC words are shown. Moe segments the sounds in a word and then models pointing to the picture representing the sounds blended together. Then Moe segments the sounds in another word and students are asked to blend the sounds and then choose the picture representing the blended sounds.

Section 3

Lessons Components

OBJECTIVE 13



Activity: New Word Game

Objective: Point to pictures/words representing new vocabulary.

Purpose: This activity helps students develop new vocabulary. The new words are presented using three illustrations, which helps students recognize there are various representations.

What Happens: Three different images of the new vocabulary word are displayed. The activity is modeled. Two pictures are dimmed and one picture is enhanced while the vocabulary word is started. Students are asked to point to the target word. The same steps are used with the other two pictures. The next part of the activity shows three response options with pictures. Students are instructed to point to the picture of the new vocabulary word. This is repeated using the other two pictures. Next, the activity is repeated with a vocabulary word introduced in earlier lessons. Levels 6 and 7 have students pair text with the picture.



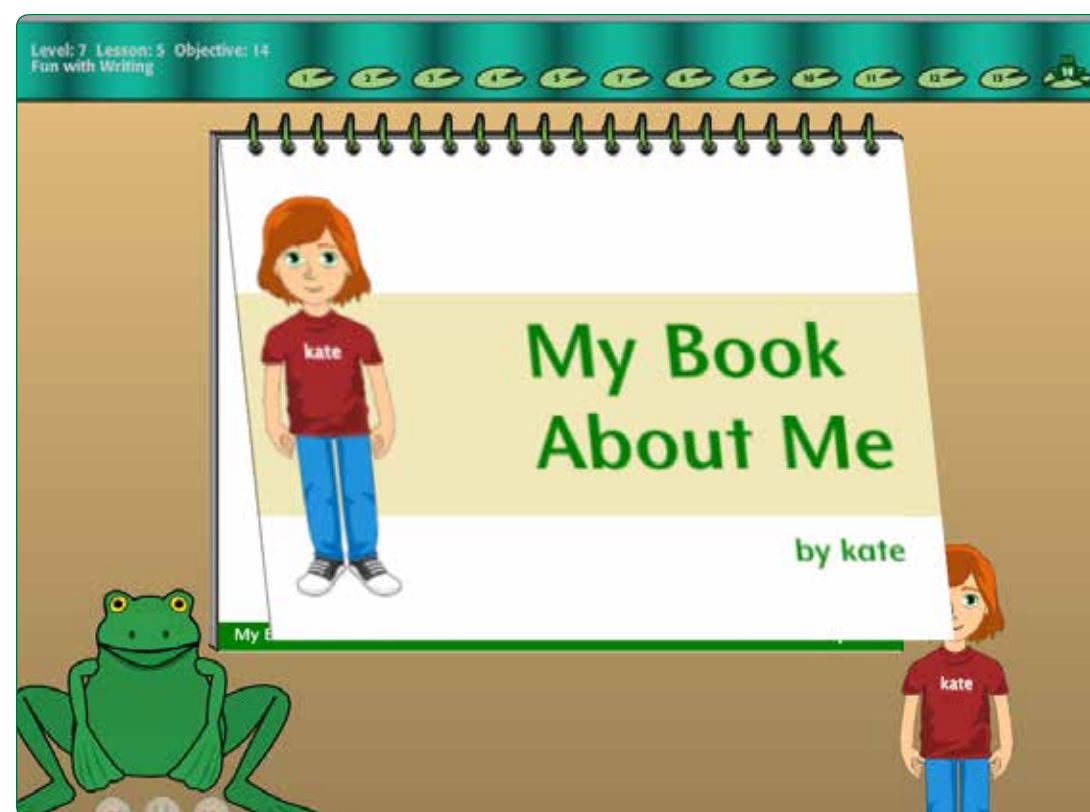
Words introduced in Objective 13

- Level 1:** boy, girl, friend
People words are functional sight words plus useful for social exchanges.
- Level 2:** happy, sad, mad, excited, scared
Feeling words assist in self-expression and self-determination.
- Level 3:** dog, cat, bird, rabbit, snake
Pet words are motivational and a common experience for many.
- Level 4:** play, read, swim, shop
Action words are useful in creating schedules, calendars, or choices outside lessons.
- Level 5:** pool, zoo, park, bowling alley
Place words can be used in field trips or community instruction.
- Level 6:** birthday, cake, sing, game
Birthday party words can help with communicating about social events.
- Level 7:** presents, clothes, toys, books, CDs, games
Items to give to others can be motivating and a common experience for many.

Section 3

Lessons Components

OBJECTIVE 14

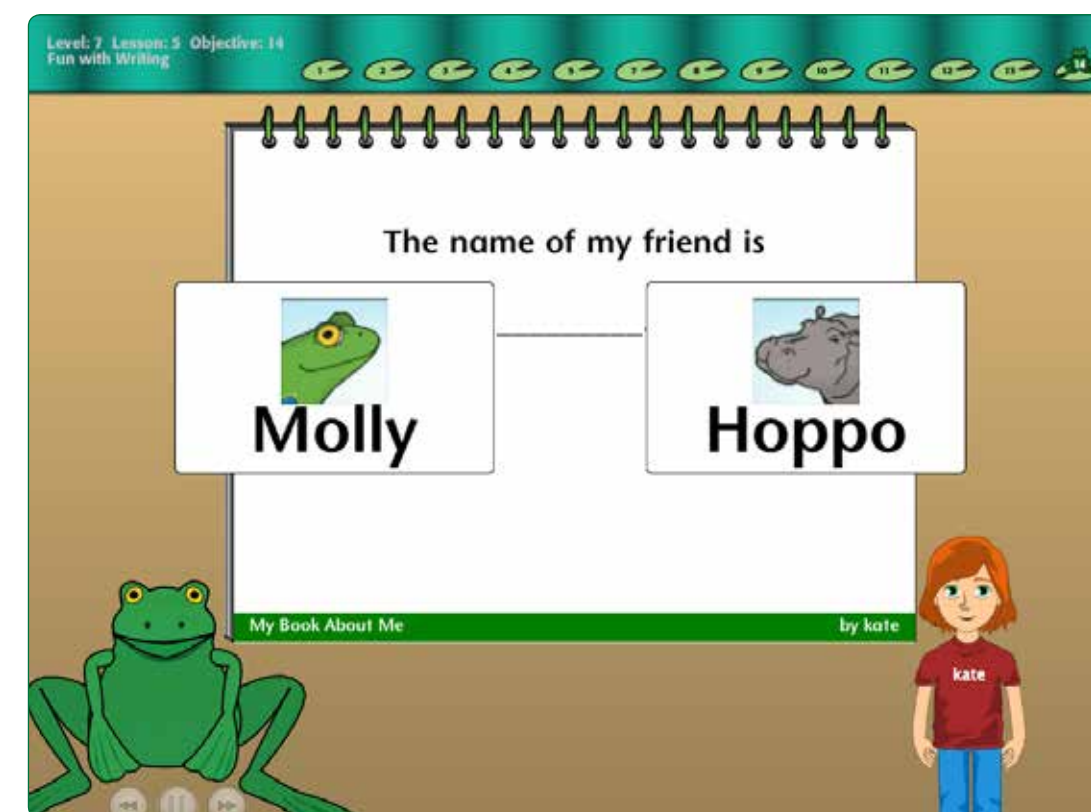


Activity: Fun With Writing

Objective: Use new vocabulary words and personal information to create a book about themselves.

Purpose: This activity increases the student's awareness of print and promotes use of new vocabulary words learned.

What Happens: Three books are shown and students are asked to select their own books. If pages have been created in earlier lessons, they are read to the student. Next, a new page is added. Students are guided through creating a new page incorporating the new vocabulary word introduced in Objective 13. Students complete the sentence on the next page by selecting one of the response options given. This book can be printed from **Options -> Student's name -> Settings -> My Book About Me** tab.



My Book About Me book pages:

1. My name is _____.
2. I am a _____. (boy/girl)
3. The name of my friend is _____.
4. _____ makes me happy.
5. _____ makes me sad.
6. _____ makes me mad.
7. _____ makes me scared.
8. _____ makes me excited.
9. My pet is a _____.
10. My pet is not a snake. My pet is a _____.
11. My pet is not a rabbit. My pet is a _____.
12. My pet is not a bird. My pet is a _____.
13. My pet is a _____.
14. I like to play with my friend, _____.
15. I also like to play with _____.
16. My friend likes to _____.
17. I like to _____ with my friend.
18. My friend and I have fun when we _____.
19. I can swim at the _____.

Section 3

Lessons Components

20. I can see animals at the _____.
21. My friend and I can play at the _____.
22. I can go bowling at the _____.
23. I want to go to the _____.
24. My birthday is in the _____.
25. I like to eat _____ at birthday parties.
26. I would like to _____ at my birthday party.
27. A game I would like to play is _____.
28. I would like _____ for my birthday.
29. I would like to get _____ presents for my birthday.
30. _____ is my favorite toy.
31. _____ is my favorite book.
32. _____ is my favorite CD.
33. I would like _____ for my birthday.
34. I think apple pie is _____.
35. I love my _____.

Section 3

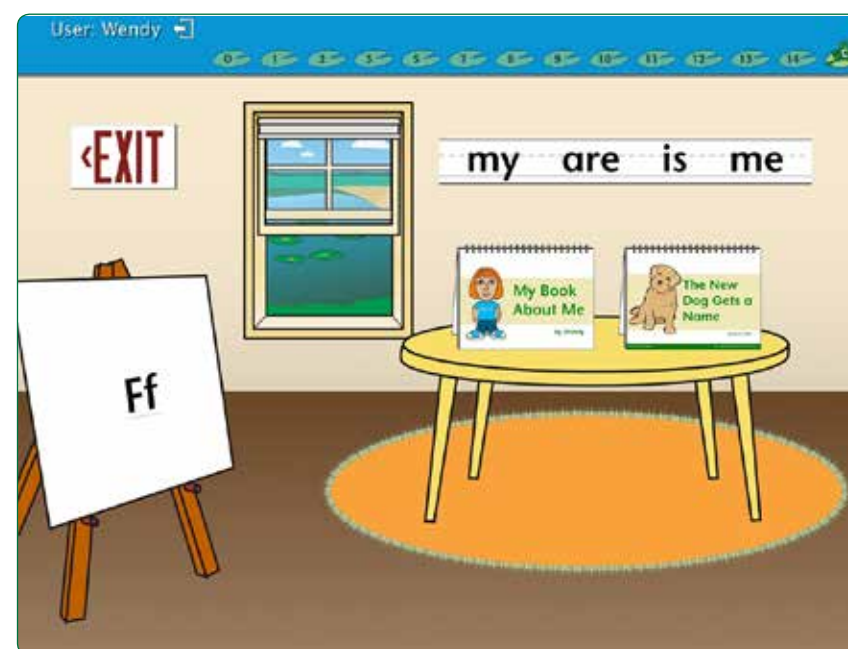
Lessons Components

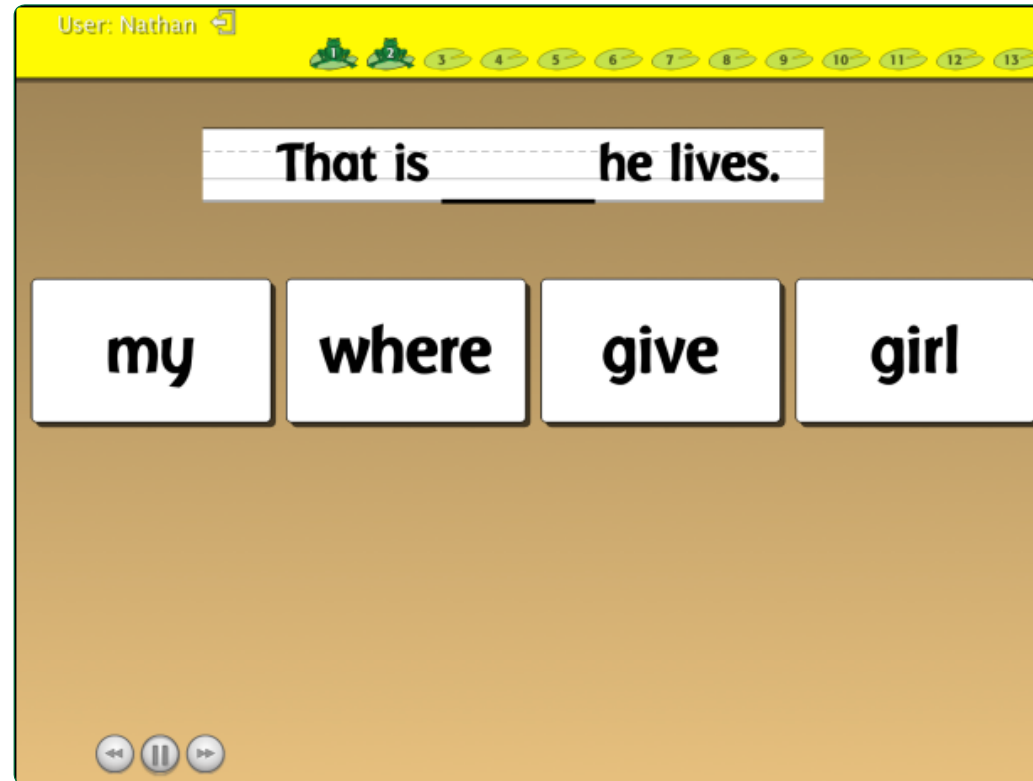
CLOSING

Each lesson ends with a quick wrap-up with Moe.



Once Moe has left the classroom, students can explore the classroom by selecting objects in it. The *All About Moe* book and the book the student is creating in Objective 14 will be on the table. The books on the table can be read; to read one, have the student choose it. Stories from the *All About Moe* book are shown separately.






Assessments can be administered at the end of each level. Assessments systematically test the students on concepts and skills learned throughout a level. Since *ELSB* curriculum suggests repeating lessons and there are five lessons per level, students might work for multiple months on a level before taking the Assessment. Once a student has completed Lesson 5 of a level, administer the Assessment to the student individually to determine if the student is ready to progress to the next level.

Determine a mastery level for each student individually; a minimum of 75% mastery may be adequate for some students, but a goal of 90% might be the target for other students. If a student does not obtain the mastery level determined for him or her, repeat the lessons in the level and re-administer the Assessment.

For students who seem to have plateaued on a level due to lack of mastery of a particular skill (e.g., not reaching mastery on two attempts), consider several alternatives. First, you might repeat the level, but increase the number of times this student repeats each lesson (**Options** → **Settings**). Or repeat selected objectives for which the student had difficulty, then re-administer the Assessment. Or, proceed to the next level; skills will be spiraled back in and repeated at the next level.

During Assessments, the answer given is recorded and instantly the next item will be presented. Student avatars are not used in Assessments.

Options is where to add student names (so their work will be saved), personalize activity settings, set scanning details, access records of students' work completed, and print "My Awesome Life" books students are creating.

App: To open Options, tap the gear icon  in the upper-right corner on the Login screen or the Choose Level and Lesson screen. Options are selected by enabling switches and with drop-down menus.

Software: To open Options, choose **File -> Options** (PC) or **ELSB -> Options** (Mac) in the upper-left corner of the screen. When program is running full screen, this menu will be auto-hidden. Options are selected by checking boxes and with drop-down menus.



GENERAL PROGRAM OPTIONS

Teacher Password allows you to create an optional password that needs to be typed to open Options. (Password is case sensitive upper or lower case does matter.)

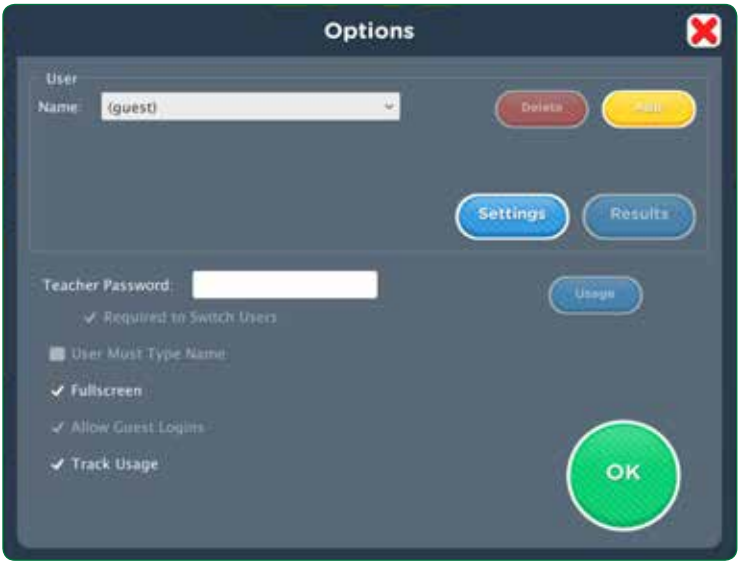
Enable **Required to Switch Users** to extend the password requirement to include switching users.

Enable **User Must Type Name** to require all students to type their login name.

Enable **Allow Guest Logins**. If disabled, Guest is removed as a login option. When a student is logged in as Guest, results are not saved. Guest can be removed as a login choice only after one or more login names have been added.

ADD USER

At the top of the Options screen are buttons to **Delete** or **Add** student accounts. **Delete** a student account by selecting the student name from the drop-down list of names, and choosing **Delete**.
Choose **Add** to create a student account. Type the student’s name in the box and choose **Next**.



CREATE AVATAR

The first question asked when creating an avatar is the student’s gender. Next, one of the eight models that resembles the student is selected. This avatar can be assigned as is by selecting **Finish**, or **Edit** can be chosen to modify the avatar’s appearance.

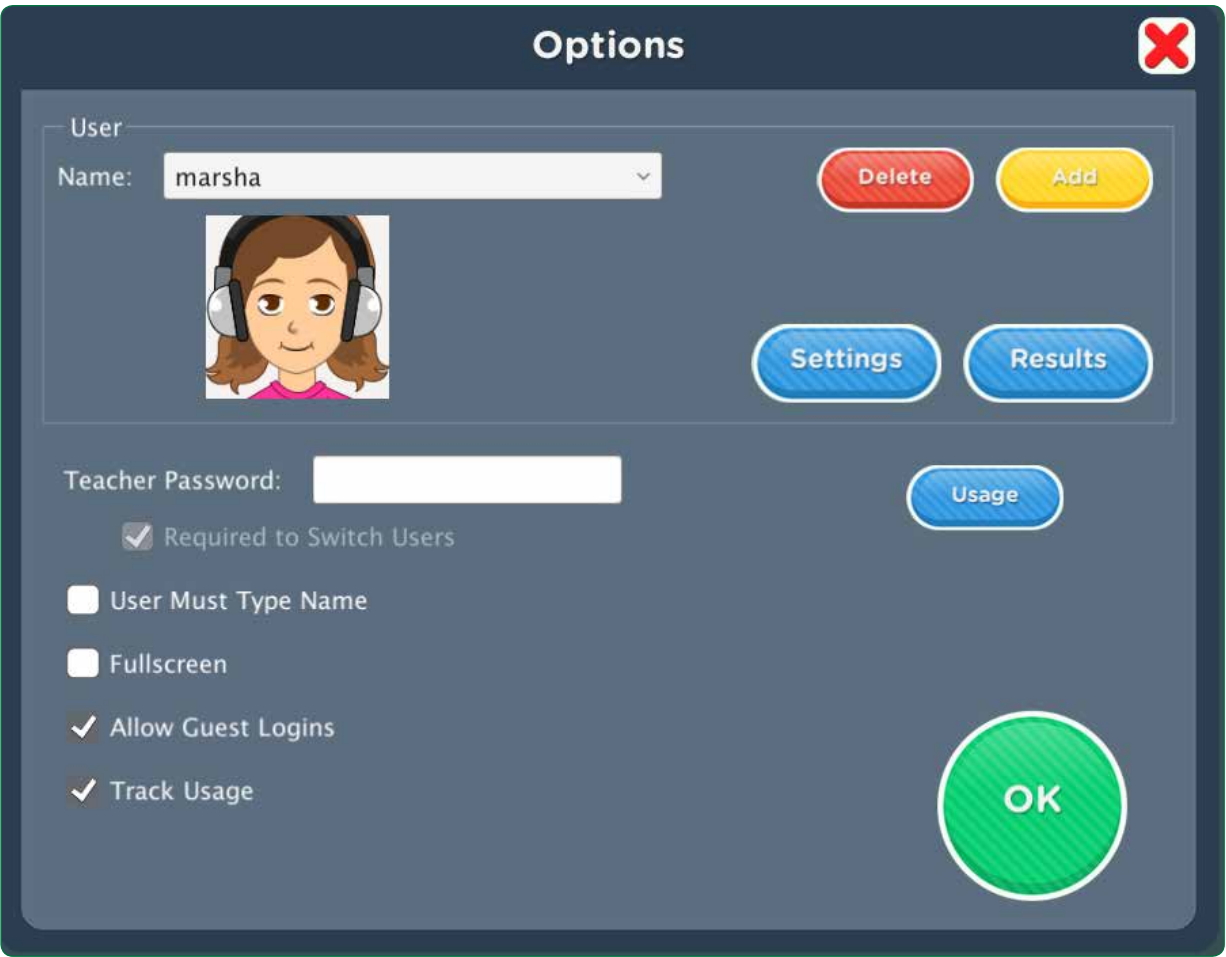
Use the tabs on the **My Avatar** page to view adjustable characteristics. Adjustable characteristics include hair style; hair color; head shape; skin tone; to be in a wheelchair, wearing rollerblades, or standing; eye shape; eye glasses; eye color; nose shape; mouth shape; eyebrows; and wardrobe.

When the student’s avatar is complete, select the **OK** button. The program returns to the **General Options** screen.

Avatar characteristics can be modified any time. See [System Tab -> Edit Avatar](#).



STUDENT SETTINGS



To edit individual student settings, select the student’s name from the drop-down Name list on the Options screen. Then choose **Settings**.



Three tabs categorize available student settings. They are **Program Settings**, **My Book About Me**, and **System**.

PROGRAM SETTINGS TAB



General Options

Seconds to wait before prompt is set for 5 seconds as a default but can be changed using the drop-down menu.

The number of **Times to repeat lesson** is set for four as a default but can be changed using the drop-down menu. Repeated opportunities via repeated lessons has been proven effective and is strongly suggested for this program.

Objectives 6 and 7

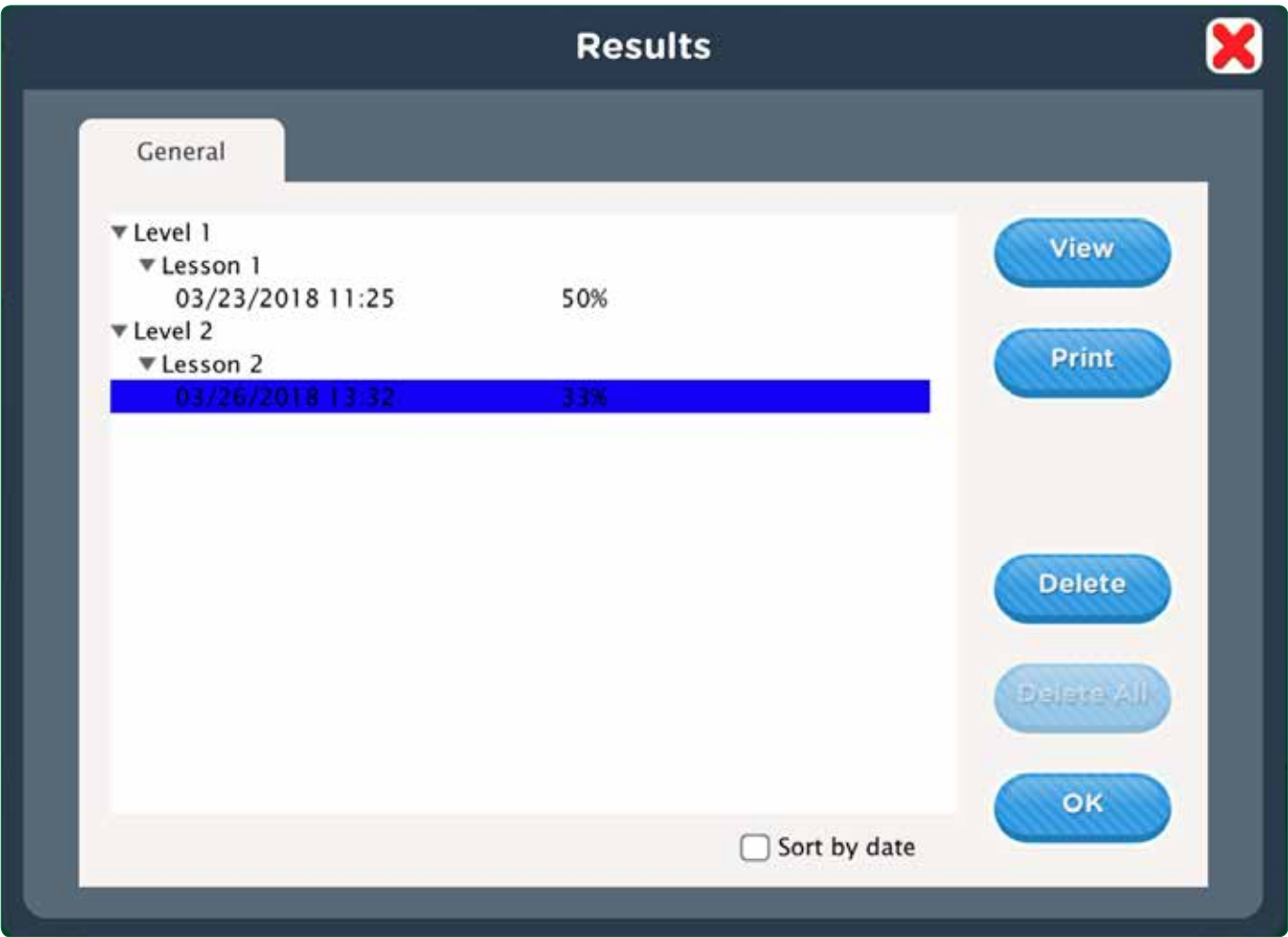
Check **Wait for user clap/tap** to have the program wait for the student to clap after a syllable (for Objective 6) and tap after hearing a sound (for Objective 7) before presenting the next word. Uncheck to have the program pause slightly to give the student an opportunity to respond but then proceed regardless of student response.

Check **Clap before letter sound** to have the program wait for the student to tap before presenting the next sound in Objective 7.

Objective 8

Check (School News) **Announcement waits for user click** to have the program wait for the student to click on the letter sound every time he or she hears it before continuing to read the announcement. Uncheck to have the program simply read the announcement as a way to bombard the student with the target sound.

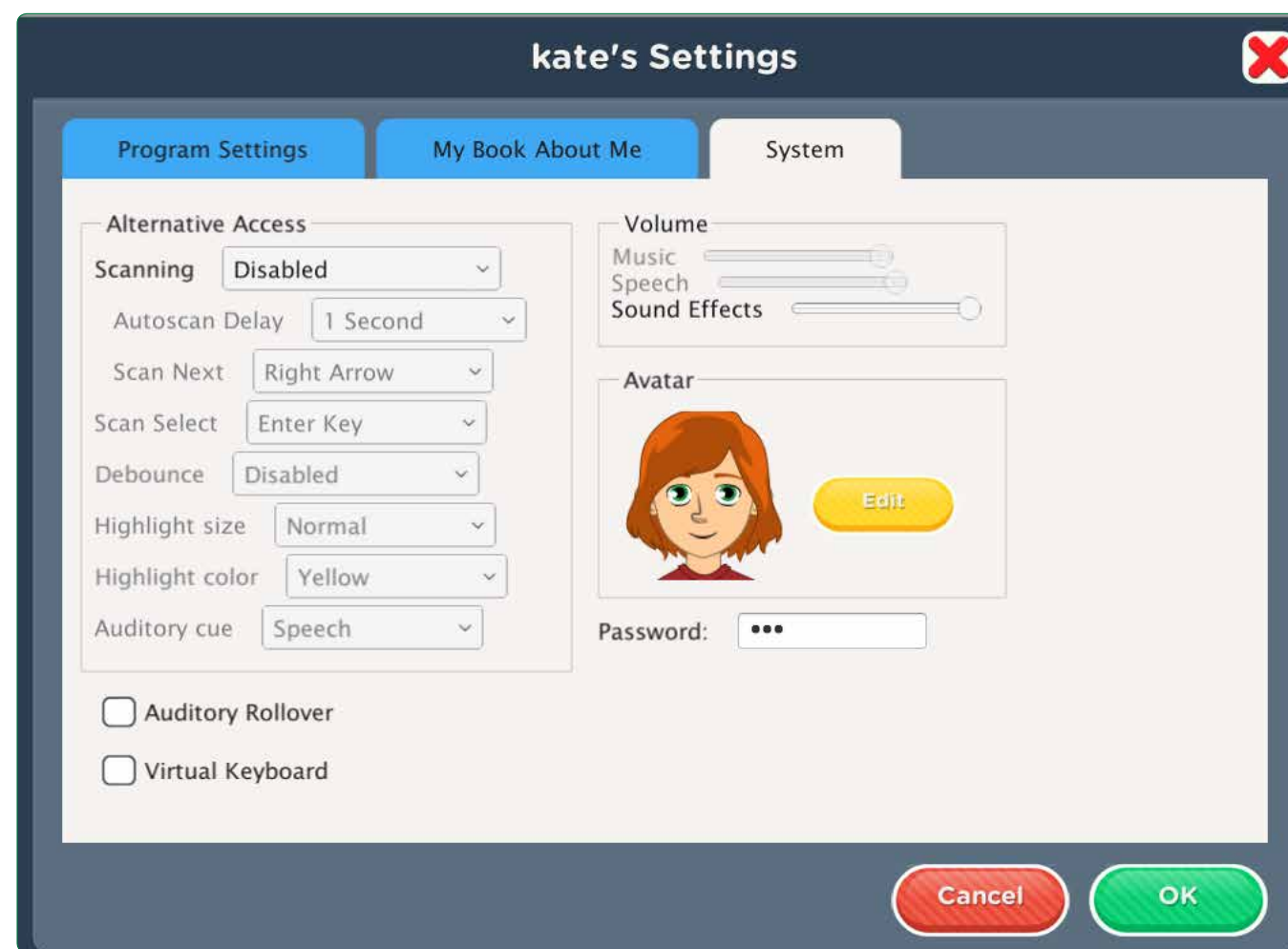
MY BOOK ABOUT ME TAB



Pages this student has completed in their **My Book About Me** book (Objective 14) are listed. You can Delete and Play individual completed pages. When a page is deleted, the page will be given to record again the next time this student is in **My Book About Me** (Objective 14.)

The **Print** button allow students' books to be printed. Printing student books provides opportunity to further students' experience with literature and reading.

SYSTEM TAB



Scanning is built into *ELSB* and is an alternative option to accessing the program. Scanning choices are Disabled, Single Switch, and Double switch. Disabled is the default and scan access is turned off. Single Switch has autoscan movement and pressing the properly attached switch selects the button highlighted. Double Switch is for step scanning with the student controlling how quickly the highlight moves. One switch to move and one switch to select.

Autoscan Delay is the amount of time the scan highlight stays on a selectable button in single switch scanning.

Device is the switch and scanning interface to be used with the iPad.

Debounce is the amount of time the program will ignore repeat switch hits.

Highlight size and **Highlight color** are adjustable.

Show Touches A white circle appears at the point of contact between a finger and the iPad glass.

Uncheck **Sound Speech** and **Sound Effects** to turn off sound output from the app.

Edit Avatar allows you to modify the avatar for this student.

Press **OK** to return to the **Options** screen.

Section 5


Options

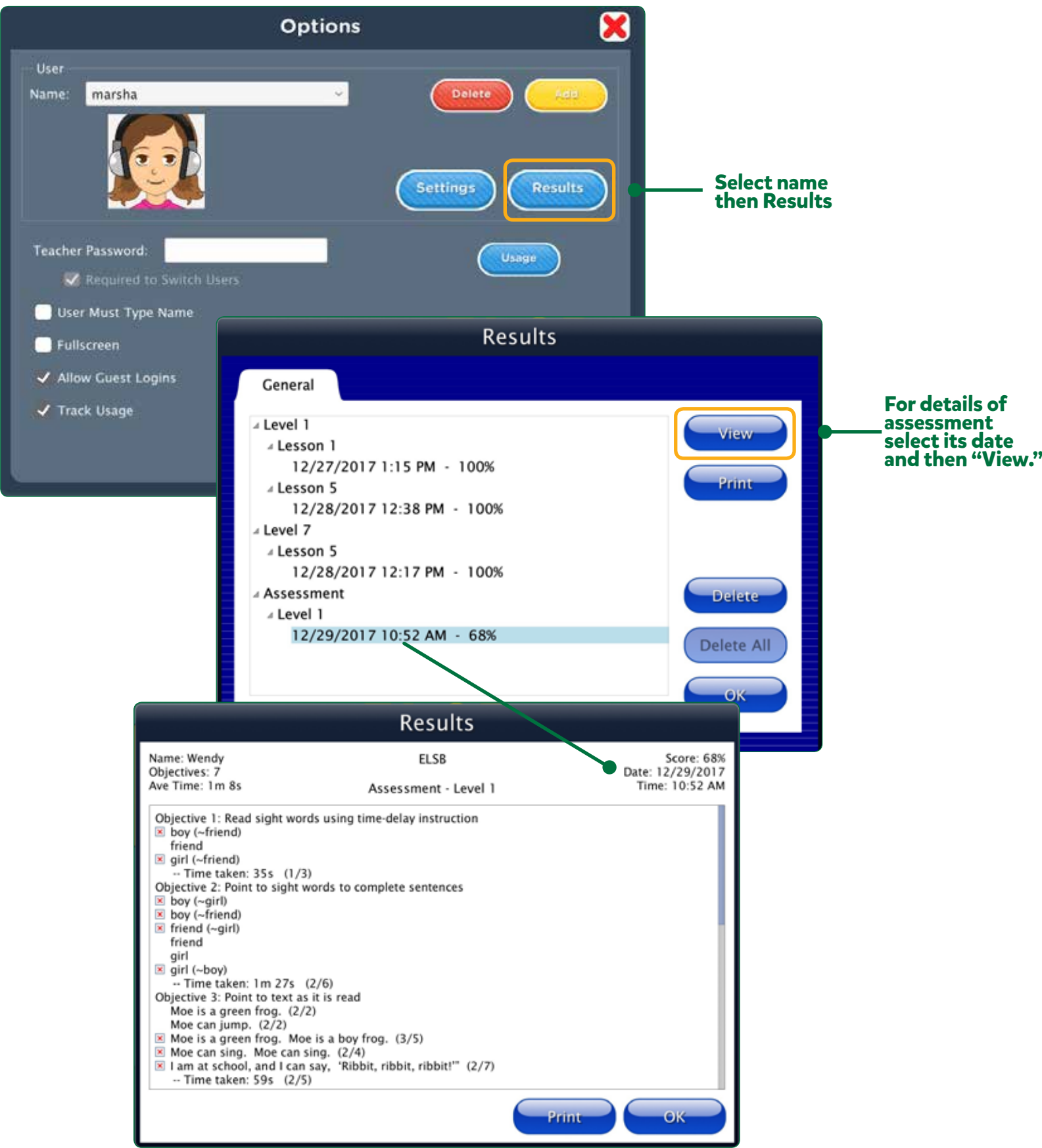
STUDENT RESULTS

To view or print a student's activity in *ELSB*, select the student's name from the drop-down Name list on the **Options** screen. Then select **Results**.

Detailed results are stored for each student's daily lesson activity and end of level Assessments.

To view details of a lesson, select the date, then choose **View**.

 Both general results and details of a single assessment can be printed.



The image shows three overlapping windows from the ELSB software. The top window is the 'Options' screen, which has a 'Name' dropdown menu set to 'marsha'. The 'Results' button is highlighted with an orange box, and a green arrow points to it with the text 'Select name then Results'. The middle window is the 'Results' screen for 'marsha', showing a list of lessons and assessments. The 'View' button is highlighted with an orange box, and a green arrow points to it with the text 'For details of assessment select its date and then "View."'. The bottom window is a detailed view of an assessment for 'Wendy' on '12/29/2017 10:52 AM'. It shows a list of objectives and the student's performance on each, including scores and time taken. The 'Print' and 'OK' buttons are at the bottom.

The *Early Literacy Skills Builder (ELSB)* was developed through Project RAISE (Reading Accommodations and Interventions for Students with Emergent Literacy) at the University of North Carolina, Charlotte, and evaluated in Charlotte-Mecklenburg Schools (CMS). Support for this research was provided in part by IES Grant No. H324K040004 from the U.S. Department of Education, National Center for Special Education Research, awarded to the University of North Carolina at Charlotte. Dr. Diane Browder and Dr. Claudia Flowers served as the Principal Investigators. Through Project RAISE, over 100 students with significant developmental disabilities, including autism, moderate-to-severe intellectual disabilities (ID), and multiple disabilities received early literacy instruction using ELSB as an ongoing part of their daily school routine. All students had IQs below 55. The grant staff trained teachers in CMS to implement ELSB with fidelity.

Browder, Ahlgrim-Dezell, Courtade, Gibbs, & Flowers (2008) first evaluated *Early Literacy Skills Builder* in a randomized control study with 23 students with ID. Participants who received ELSB outperformed students in the control group who received typical sight word instruction on a nonverbal measure of phonics.

In a replication by Browder et al. (2012), 93 students with ID, enrolled in grades K–4, were randomly assigned to either ELSB or the *Edmark Reading Program*, which uses a sight word approach. Results indicated that students in the comprehensive early literacy curriculum had a significantly higher mean on a nonverbal measure of phonics than the students

in the sight word condition. ELSB is currently being evaluated in inclusive classrooms in an IES-funded project led by Dr. Pam Hunt and Dr. Elizabeth Kowzleski. As of 2016, ELSB is used in over 5,000 classrooms nationwide.

Existing evidence and research-based instructional priorities in emergent literacy have been summarized by the National Center to Improve the Tools of Educators (Gunn, Simmons, & Kame'enui, 1995). The key areas and practices, identified by Gunn, Simmons, and Kame'enui as those that impact reading acquisition and development, are included in *ELSB*. Details describing how evidenced-based strategies are embedded in this curriculum can be reviewed in the *ELSB Implementation Guide*.

Skills in *ELSB* lessons are presented in a spiraling format with ample recurrence. In addition to priorities in emergent literacy summarized by the National Center to Improve the Tools of Educators, the lessons address the key literacy components supported by the NRP (2000) and other professionals. The components recommended by the National Reading Panel (NRP; 2000) and the related target skill included in *ELSB* are listed in the *ELSB Implementation Guide* available from Attainment Company.

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- Browder, D. M., Ahlgrim-Delzell, L., Courtade, G. R., Gibbs, S. L., & Flowers, C. (2008). Evaluation of the effectiveness of an early literacy program for students with significant developmental disabilities using group randomized trial research. *Exceptional Children*, 75, 33–52.
- Browder, D. M., Ahlgrim-Delzell, L., Flowers, C., & Baker, J. N. (2012). An evaluation of a multicomponent early literacy program for students with severe developmental disabilities. *Remedial and Special Education*, 33, 237–246.
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- Gunn, B., Simmons, D., & Kame'enui, E. (1995). *Emergent literacy: Synthesis of the research* (Tech. Rep. No. 19). Eugene, OR: The National Center to Improve the Tools of Educators, University of Oregon.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4754). Washington, DC: U.S. Department of Health and Human Services.

Technical Support and Contact Information

If you have a problem running **Early Literacy Skills Builder** software or app, please call or email Attainment Technical Support. If possible, have your computer/iPad nearby while we discuss solutions.

You can speed up the process by collecting some basic information ahead of time:

- Windows, Mac, or iOS device?
- What operating system are you running?
- What was the error and type of error message, if any?
- What triggered the problem?
- Can you duplicate the problem?

Tech Support is available weekdays from 9 am–5 pm (CST)

Email: techsupport@AttainmentCompany.com

Phone:

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(800) 327-4269

International
+1 (608) 845-7880

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