Attainment's

Early Literary Skills Builder (ELSB) for Older Students: Sam Stories

User Guide

A printable PDF of this User Guide is available from the Attainment Company website:
http://www.attainmentcompany.com/early-literacy-skills-builder-older-students

Contents

Curriculum Overview

Early Literacy Skills Builder (ELSB) for Older Students: *Sam Stories* is a preliteracy curriculum written for upper elementary or secondary students with significant developmental disabilities who have not yet acquired foundational literacy skills, such as conventions of print, early stages of phonological awareness, letter-sound correspondence, and some sight word vocabulary. ELSB for Older Students is appropriate for students who have a moderate-to-severe intellectual disability or multiple disabilities, and for some students who have autism. The curriculum follows the same script and instructional content as the original Early Literacy Skills Builder curriculum (Browder, Gibbs, Ahlgrim-Delzell, Courtade, & Lee, 2007).

Early Literacy Skills Builder (ELSB) for Older Students is delivered primarily via the software/app; however, sample scripts and some print components are also provided, so if desired, students can participate in portions of the curriculum using print materials. In addition to the skills being taught via software/app, teachers are encouraged to conduct "Read Aloud" lessons using grade-appropriate adapted text to help students apply newly learned skills.

A unique feature of ELSB for Older Students is that the star of the program is an adolescent girl, named Sam. Older students will relate to Sam and her friends and Sam stories. As mentioned, portions of the curriculum are delivered via this software program/iPad app, which is also age appropriate and motivating for older students. All responses have been developed for students whether they are verbal or nonverbal. For example, nonverbal students may use pointing, touch screen technology, switch activation, and eye-gaze to make responses. Guidelines are offered for promoting active student participation in "reading" (e.g., saying a repeated story line) and understanding the story.

ELSB for Older Students includes two components: (1) Building with Sounds and Symbols, and (2) Building with Read Alouds. Building with Sounds and Symbols focuses on 14 objectives in seven levels. The software provides the instruction for these 14 objectives.

ELSB for Older Students is developed to shape mastery of 14 objectives through an easy-to-hard sequence. Objectives reappear and are progressively more difficult at each level. A few easier objectives are dropped at the upper levels and a few harder objectives are not introduced in the first level. Refer to the Teacher's Guide for an overview of the Scope and Sequence for the seven levels of the Building with Sounds and Symbols component. Note that a detailed listing of content by level and lesson is provided in Appendix A of the Early Literacy Skills Builder for Older Students Teacher's Guide. Users are also directed to the Teacher's Guide for a description of how to conduct a lesson using the software/app.

The small group option is a unique feature of the ELSB for Older Students software/app. The small group feature allows two or more students to work through a lesson together by responding in turns while the program tracks the responses of each individual student. The small group feature is aided by the use of avatars. Each student creates an avatar to represent him or her. The student's avatar enters the screen to signal that a student is to take a turn to respond. For more details on avatars and small group use, see **Getting Started: Avatars** and **Getting Started: Log in.**

An advantage of using the software over print is that the software 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.

Additional Resources

Additional resources are available to use in conjunction with the software/app include PDF files of teaching support materials and a Teacher's Guide. 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 *Sam Stories*, the *Teacher's Guide*, and sight word and letter-sound cards 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 for Older Students, 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.

Getting Started

The ELSB for Older Students 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**. Then choose **Add**. Enter the student's name and begin to create the student's avatar.

Gear icon

Sam Stories

Log in

Name   Marsha

Version: 2.0.3

Guest   OK

Early Literacy Skills Builder for Older Students

Options

User

Name: Marsha   Delete   Add

Choose Add to create a student account.

Settings   Results

Teacher Password: Usage

☑ Required to Switch Users

☐ User Must Type Name
☐ Fullscreen
✓ Allow Guest Logins
✓ Track Usage   OK

TABLE OF
CONTENTS

Avatars

While participating in the *ELSB for Older Students* 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.
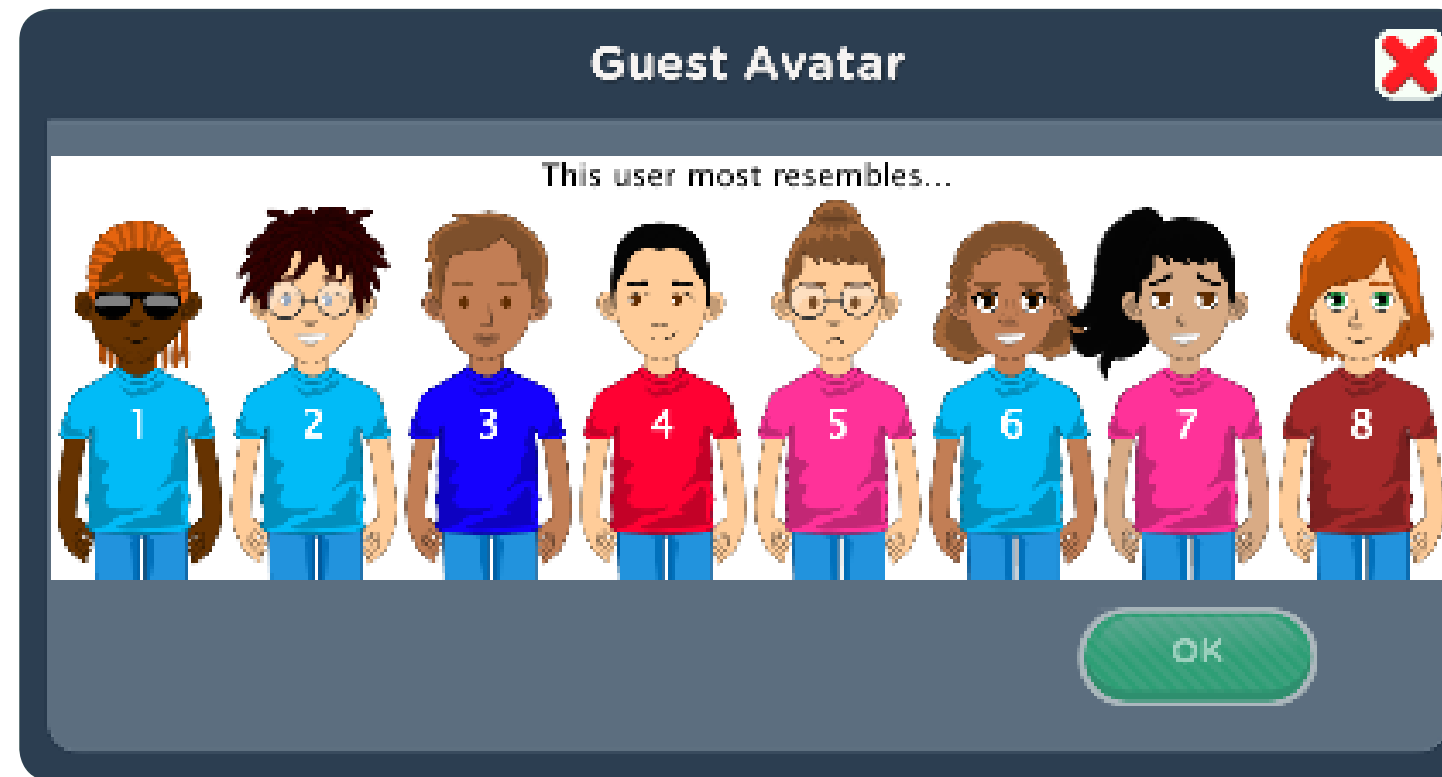
During lessons, the student's avatar enters the screen, signaling a student's turn to respond.
This is especially helpful when using the software/app with small groups of students.

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.

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.

Choose the **Gear** icon to create a student account.

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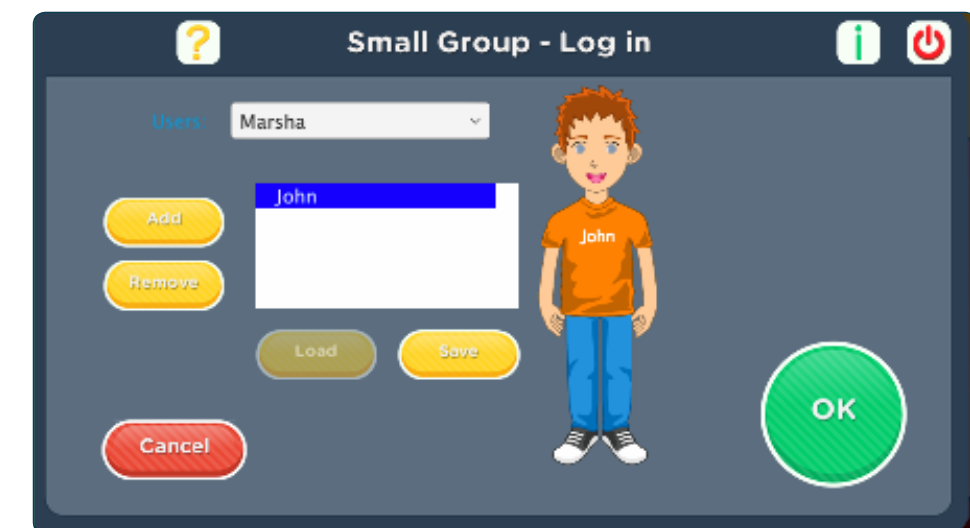
When the **Small Group** button has been chosen, select and add the students who will be forming the small group for the lesson. Choose **OK** once the students have been added, or choose **Save** to save the selected students as a group. Then name the small group.

Choose Level and Lesson

ELSB for Older Students 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 for Older Students 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.

User: Ryan

While a student is using the software/app, additional navigation options are available. Clicking on the user who is logged in the upper-left corner gives access to logging out the current user and to program **Options**.

In the upper-right corner, the circles allow you to advance to specific parts of a lesson.

O represents the lesson **Opening**, **C** represents the lesson **Closing**, and the numbers represent the objective numbers.

In the app, hold your finger on the desired circle for a few seconds to advance to a specific part of a lesson.

In the software program, to advance to specific parts of the lesson, choose **Objectives** located at the top left of the screen and select the desired objective.

On the **Choose the Level and Lesson** screen (see pg. 9), the **User Guide** ?, program **Information** i, and **Options** can be opened.

Opening and Closing

ELSB for Older Students 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.
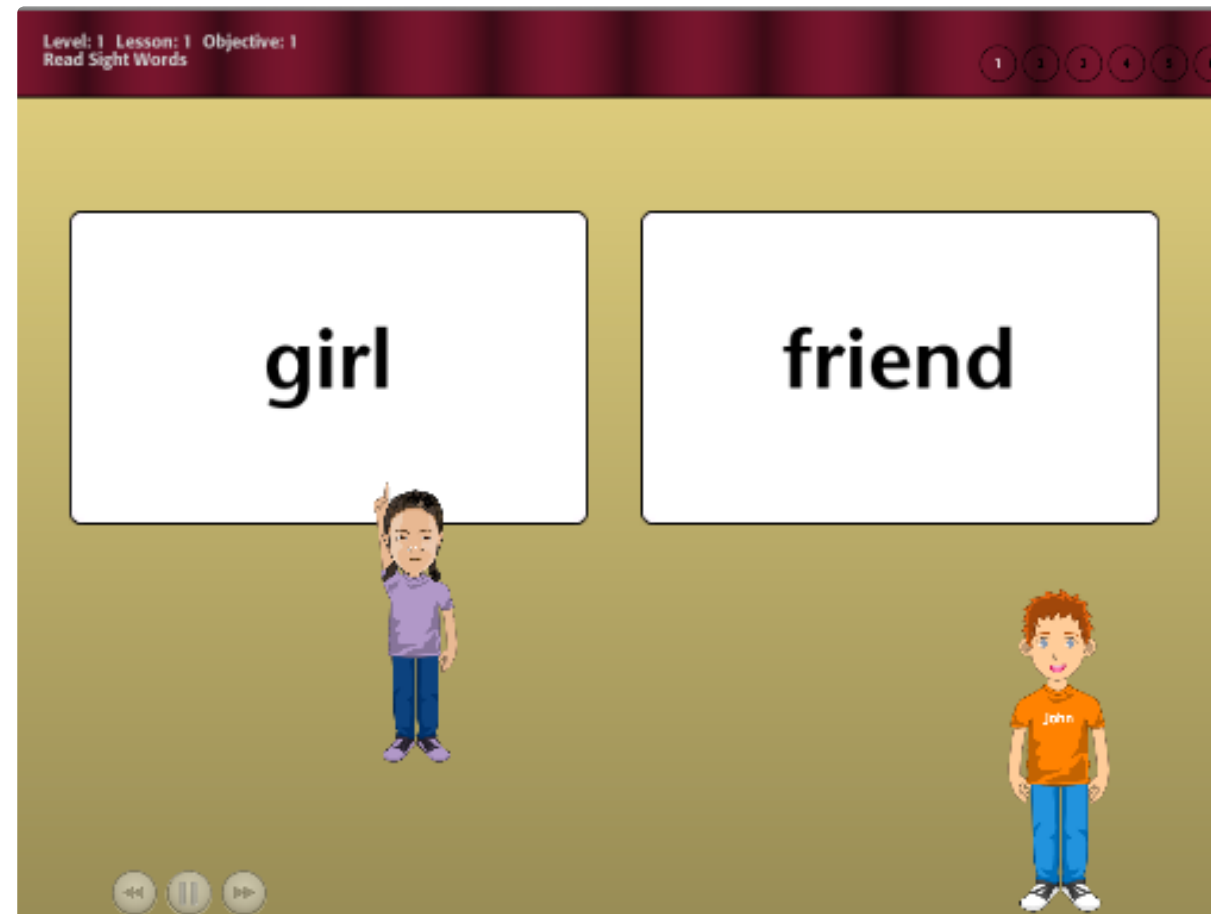
This curriculum has seven levels; each level has five lessons.

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.

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

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 Sam 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,* Sam 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

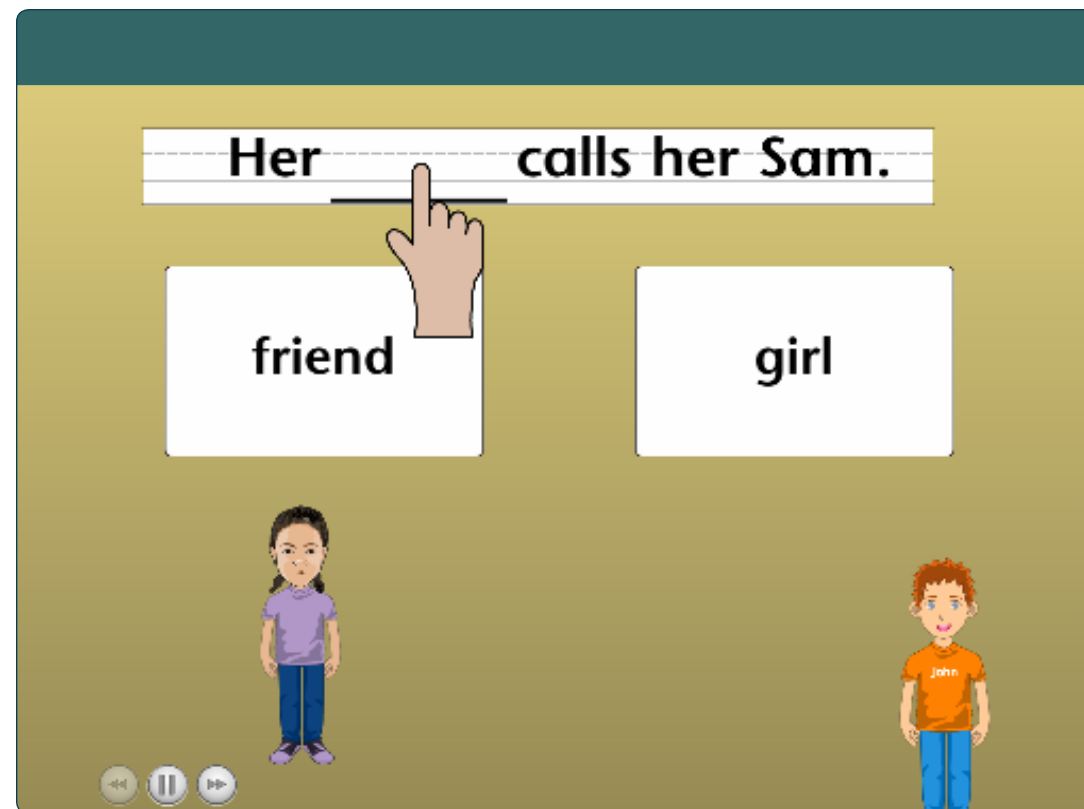**Level 5:** like, give, friend, are, he

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.

Objective 2

Activity: Use Sight Words

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.
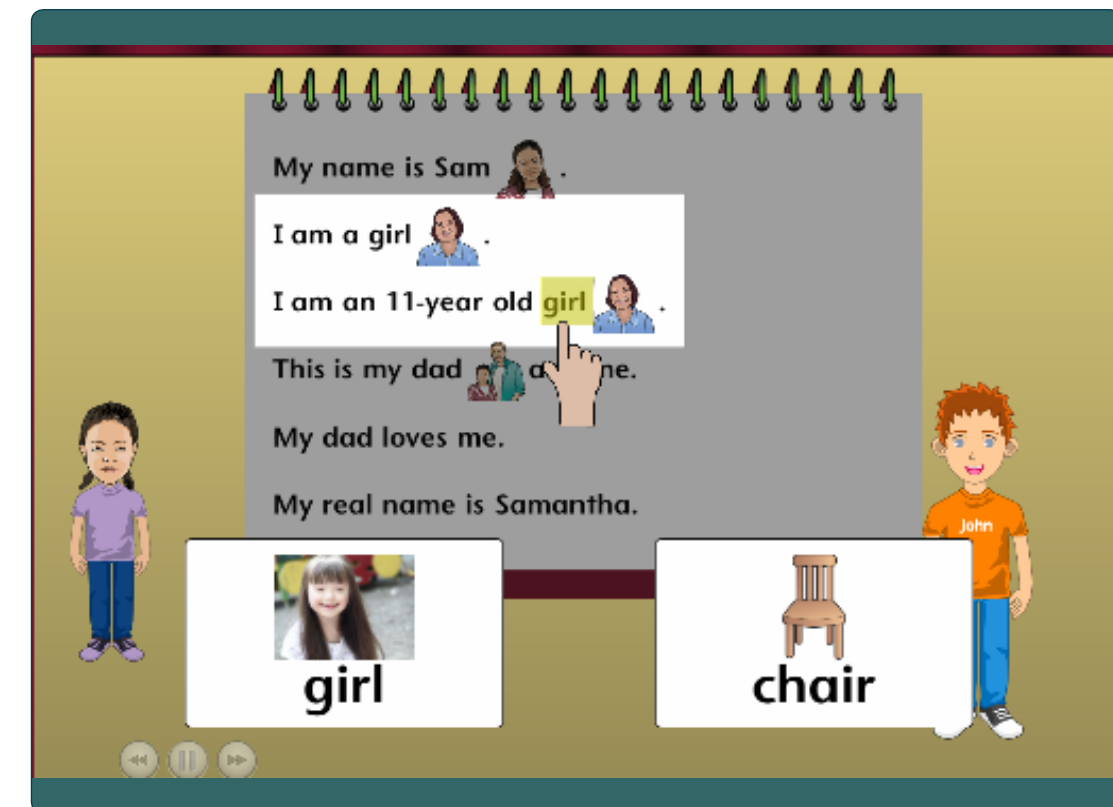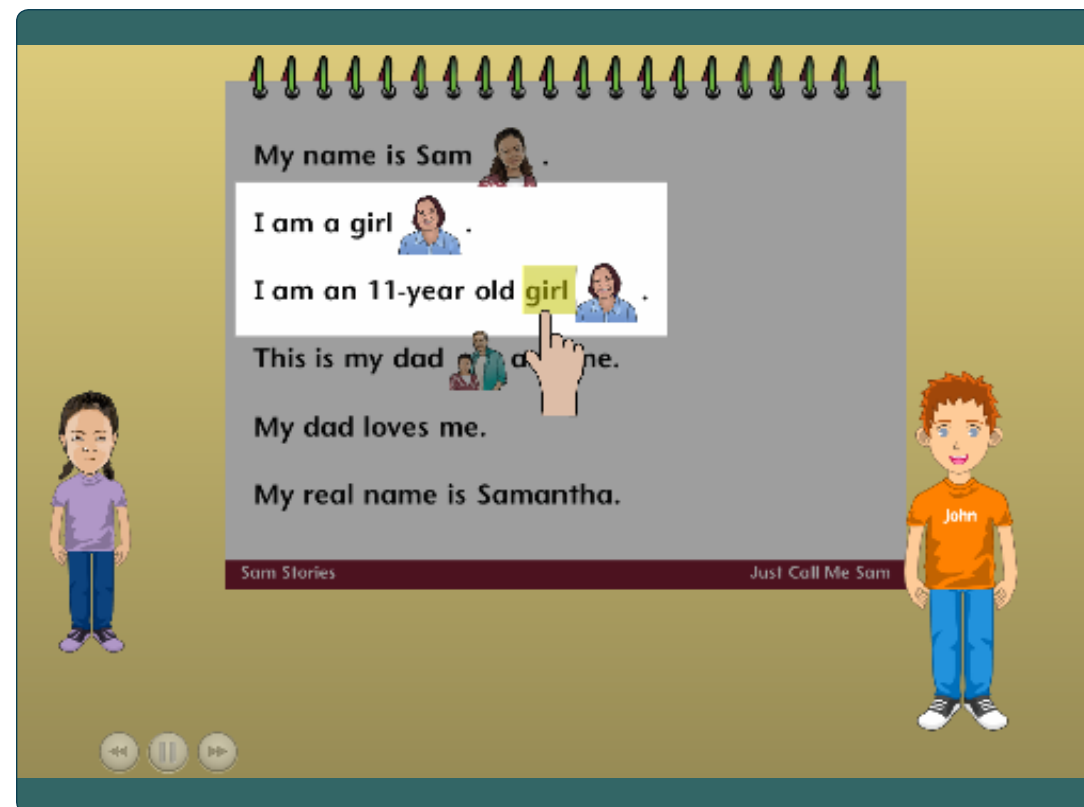
Objective 3

Activity: **Point to Text**

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 Sam Stories 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.
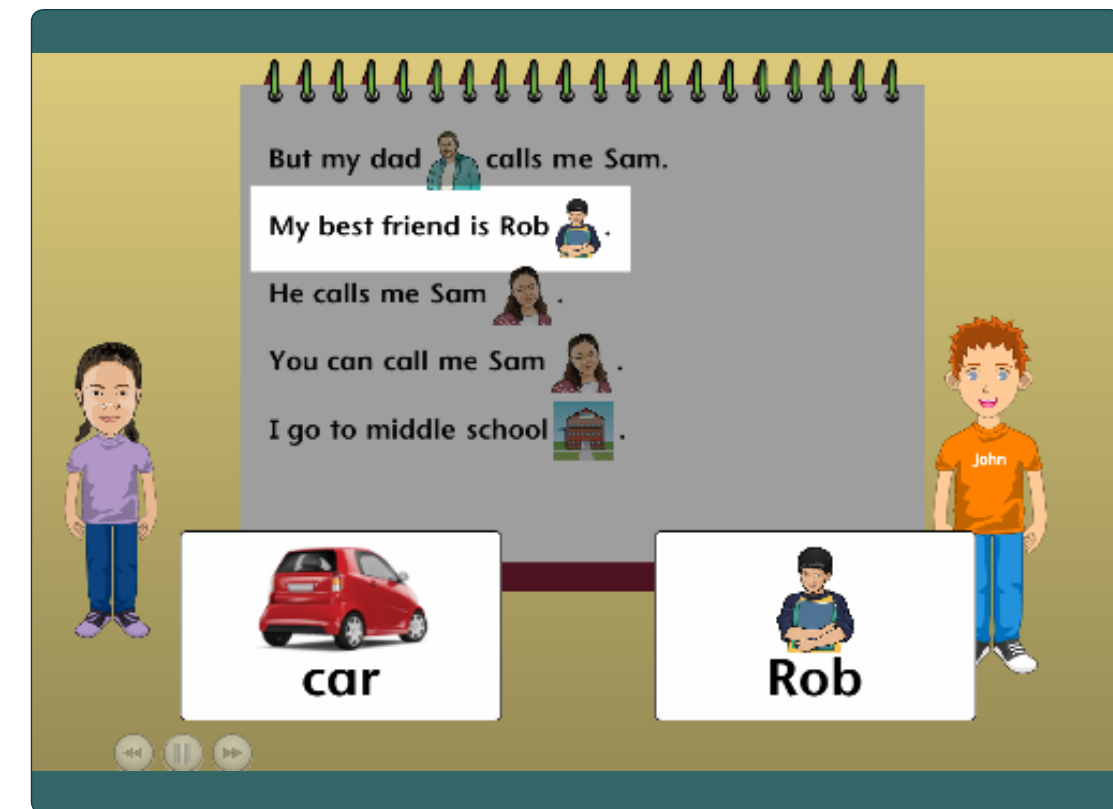
Objective 4

Activity: Read 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.

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 Sam Stories 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.
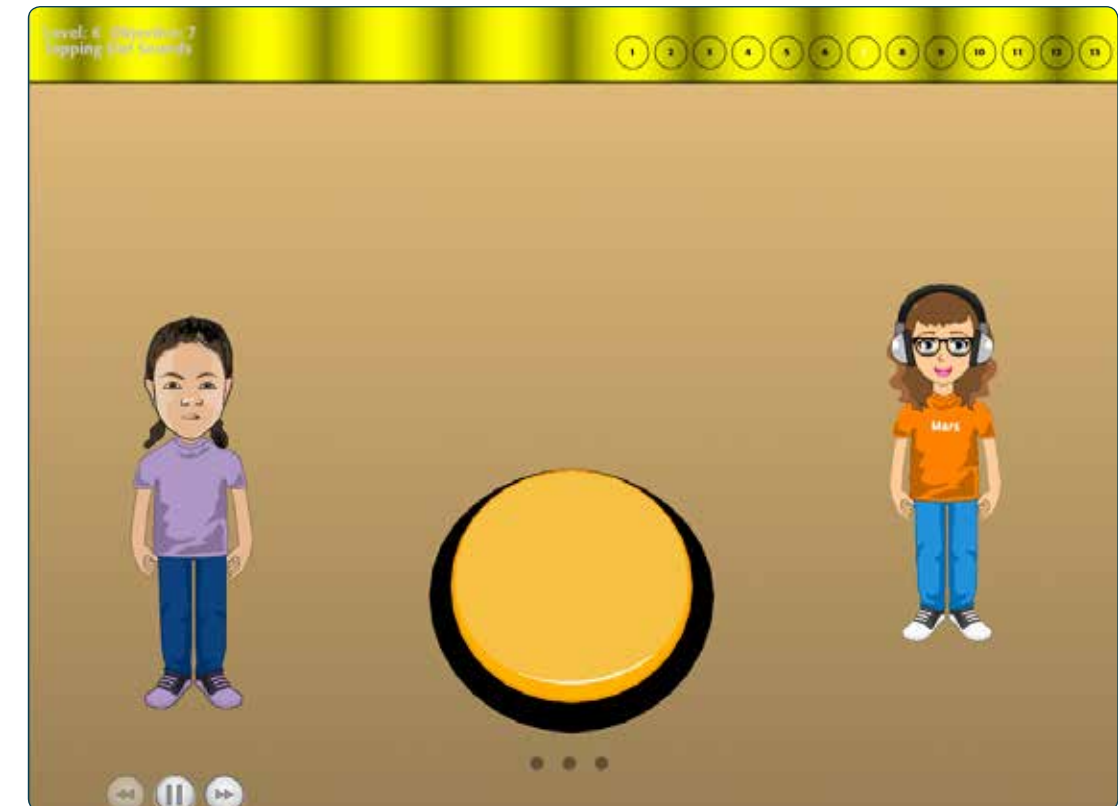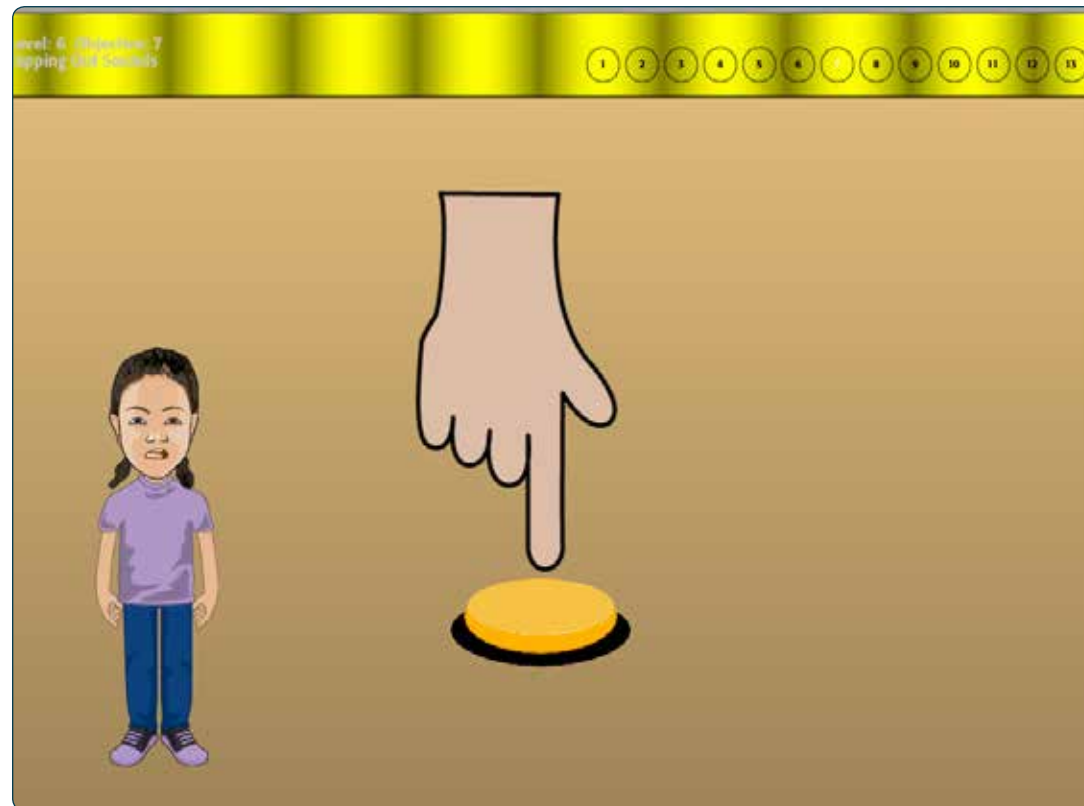
Objective 6

Activity: **Segment Syllables**

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: Sam says words the fast way and the slow way. Sam demonstrates clapping for each syllable in the word. Then students are instructed to clap (tap on or click on Sam'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.

TABLE OF CONTENTS

Objective 7

Activity: **Segment Sounds in Words**

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: Sam 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.

TABLE OF CONTENTS

Objective 8

Activity: Segment Sounds in Words

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: Sam 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.

Objective 9

Activity: **Find First/Last Sounds**

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. Sam 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.
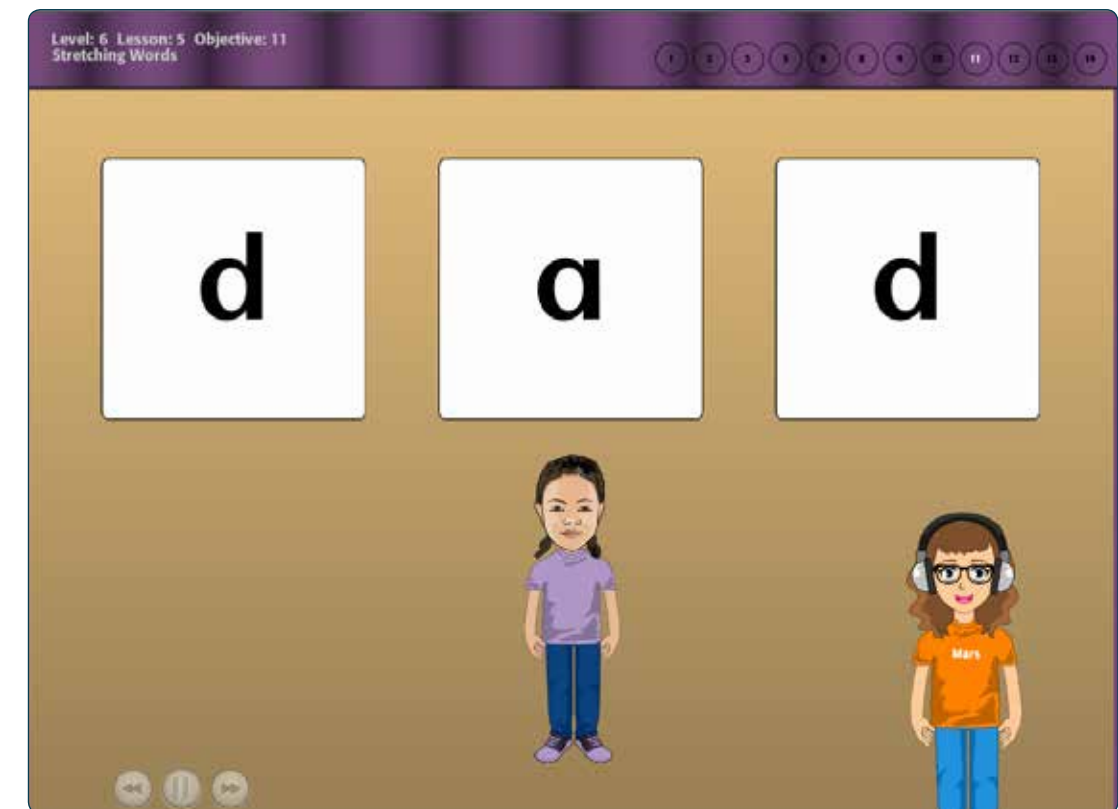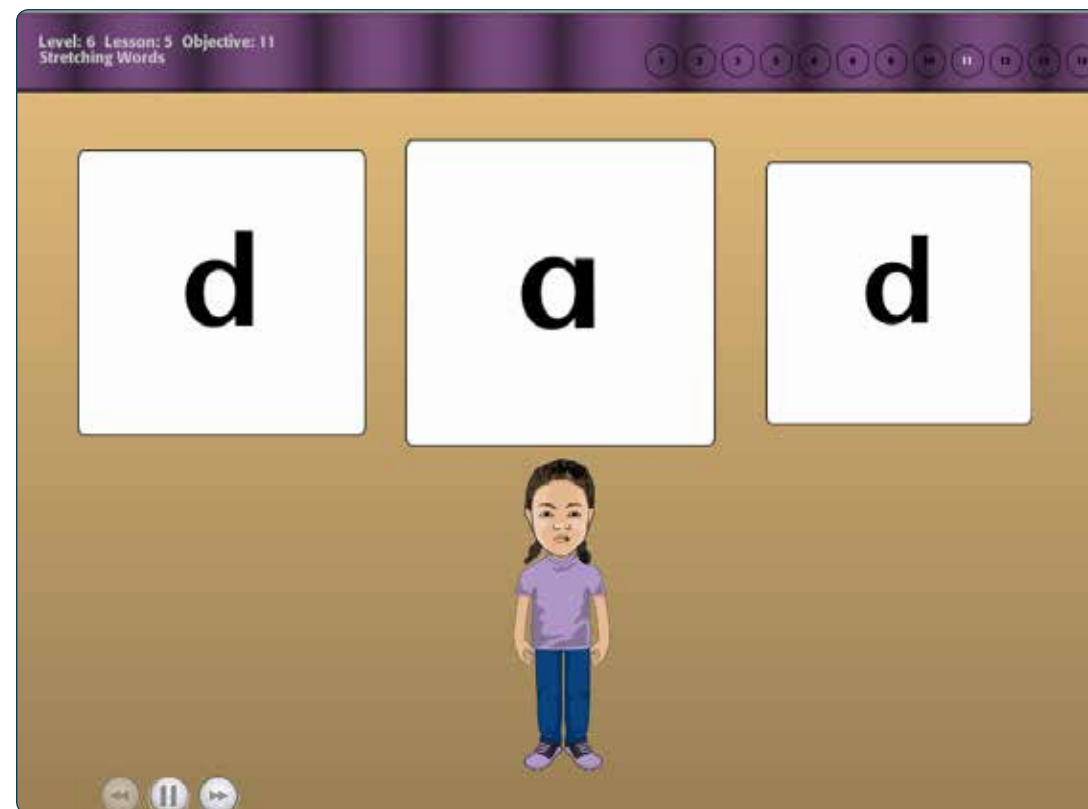
Objective 10

Activity: Match Sounds to Pictures

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.
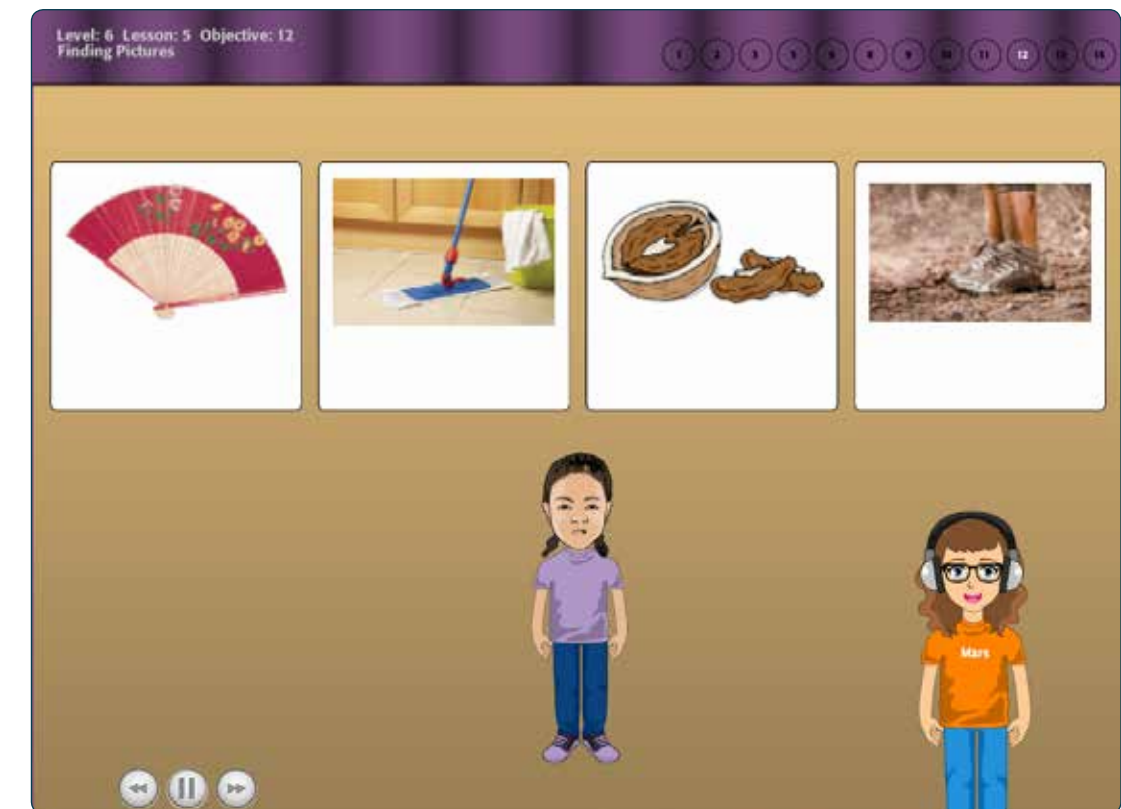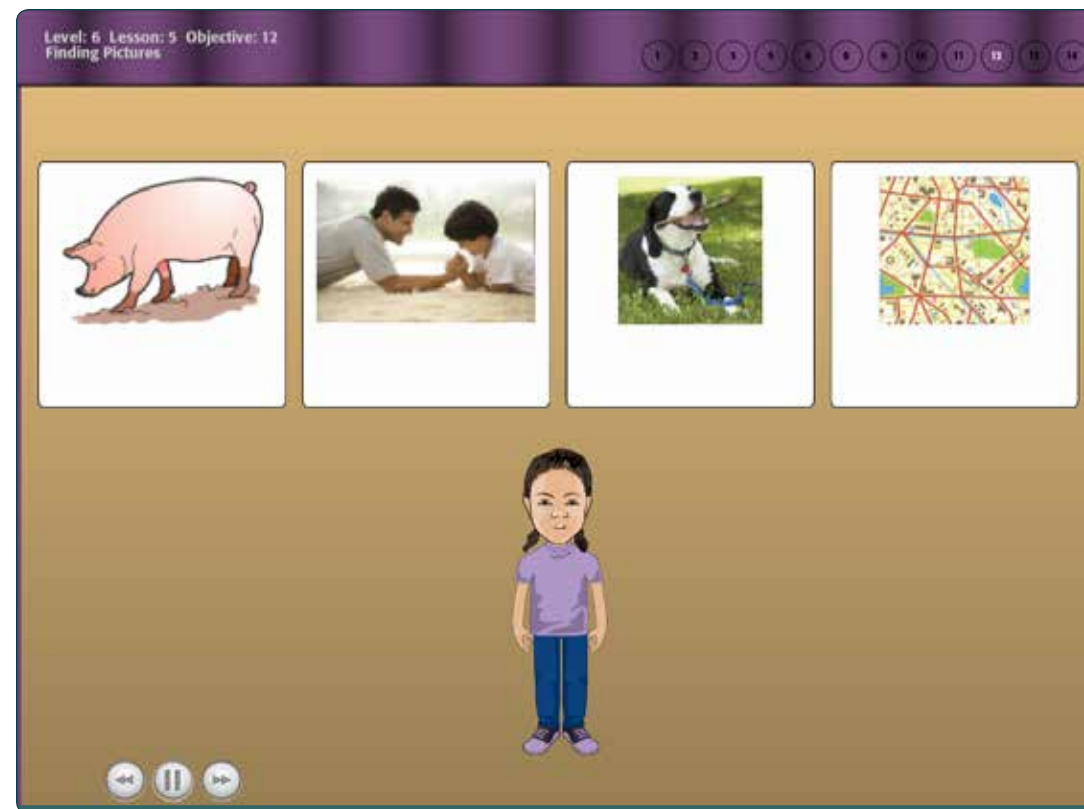
Objective 11

Activity: Segment Sounds

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.

Activity: Blend Sounds

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. Sam segments the sounds in a word and then models pointing to the picture representing the sounds blended together. Then Sam segments the sounds in another word and students are asked to blend the sounds and then choose the picture representing the blended sounds.

TABLE OF CONTENTS

Objective 13

Activity: Learn New Words

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 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 (People): girl, friend, boy

Level 2 (Feelings): funny, sad, helpful, excited, angry

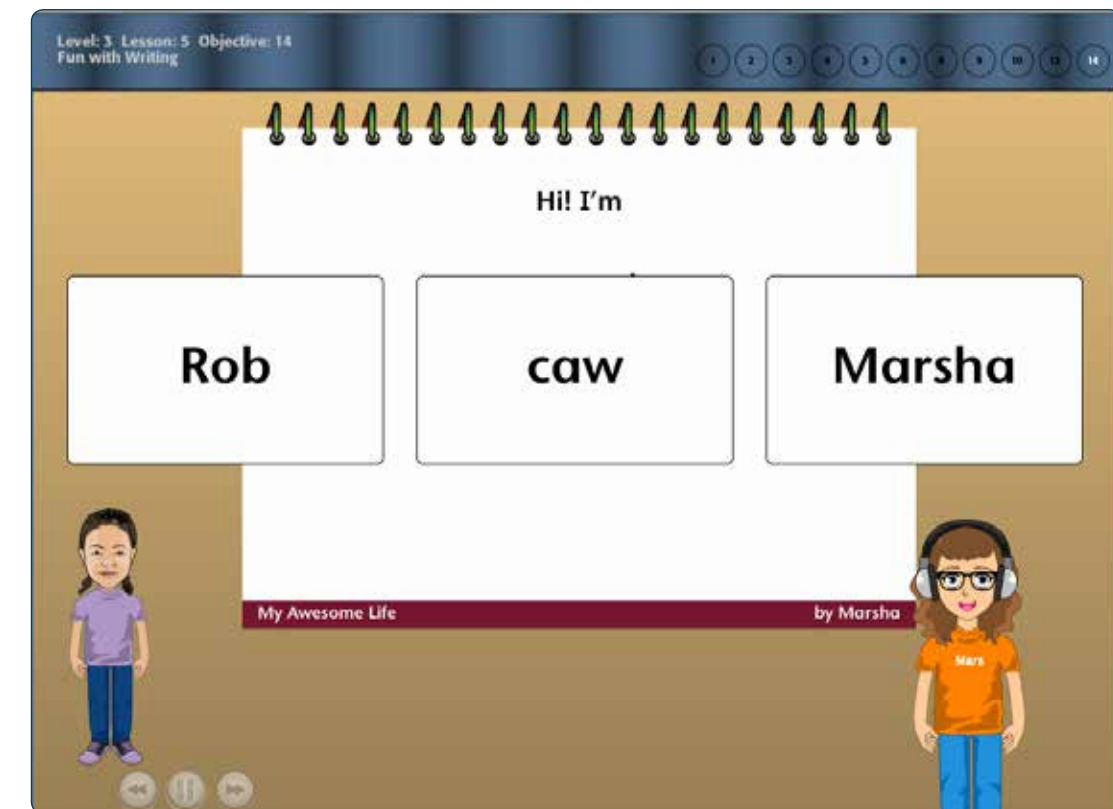**Level 3 (School):** class, teacher, lunch, read, play

Level 4 (Activities): cooking, running, swimming, working, talking

Level 5 (Places): school, store, outside, inside, mall

Level 6 (Party): food, party, dance, snack, song

Level 7 (Sports): sport, practice, cheer, team, game

Objective 14

Activity: Create a Story

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 Awesome Life** tab.

TABLE OF CONTENTS

My Awesome Life Book Pages

Level 1

My Awesome Life (title page)
Hi! I'm _____.
I have a friend named _____.
My best friend at school is a _____.

Level 2

I laugh at funny_____.
I am sad when I _____.
Helpful means to _____.
I get excited when I get _____.
I get angry when _____.

Level 3

The class I like the best is _____.
My teacher's name is _____.
I enjoy lunch when it's _____.
At school, I like to read _____.
At school, I can play _____.

Level 4

I enjoy cooking _____.
Running is fun to _____.
I can go swimming at _____.
I like working on _____.
My friends talk about _____ movies.

Level 5

The name of my school is _____.
I shop at _____ stores.
When I'm outside, I _____.
When I'm inside, I _____.
At the mall, you can _____.

Level 6

A food I eat is _____.
Parties I like are for _____.
I like to dance to _____.
A snack I love is _____.
I listen to songs _____.

Level 7

A sport I like is _____.
I practice to get better at _____.
I cheer by saying _____.
I like a team that plays _____.
I really enjoy _____.

**TABLE OF
CONTENTS**

Closing

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

Once Sam has left the classroom, students can explore the classroom by selecting objects in it. The *Sam Stories* 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 *Sam Stories* book are shown separately.

Assessments
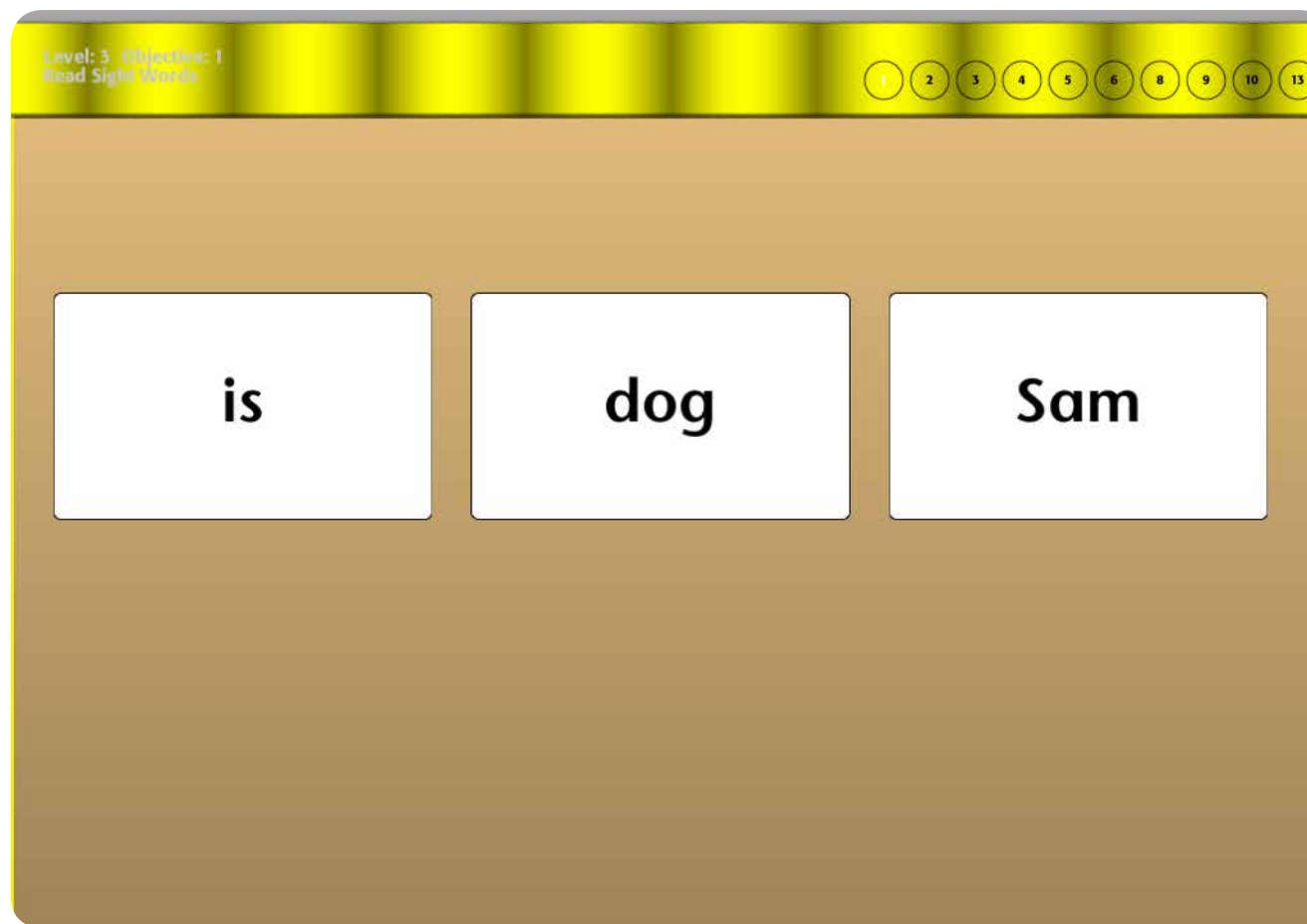
Assessments can be administered at the end of each level. Assessments systematically test the students on concepts and skills learned throughout a level. Since ELSB for Older Students curriculum suggests repeating lessons and there are five lessons per level, students might work for multiple months on 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.

App and Software Options

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. If the program asks for a password and you have forgotten yours, please make a new one.

    Software: To open Options, choose **FIle –> Options** in the upper-left corner on the Login screen or the Choose Level and Lesson screen. If the program asks for a password and you have forgotten yours, please make a new one.

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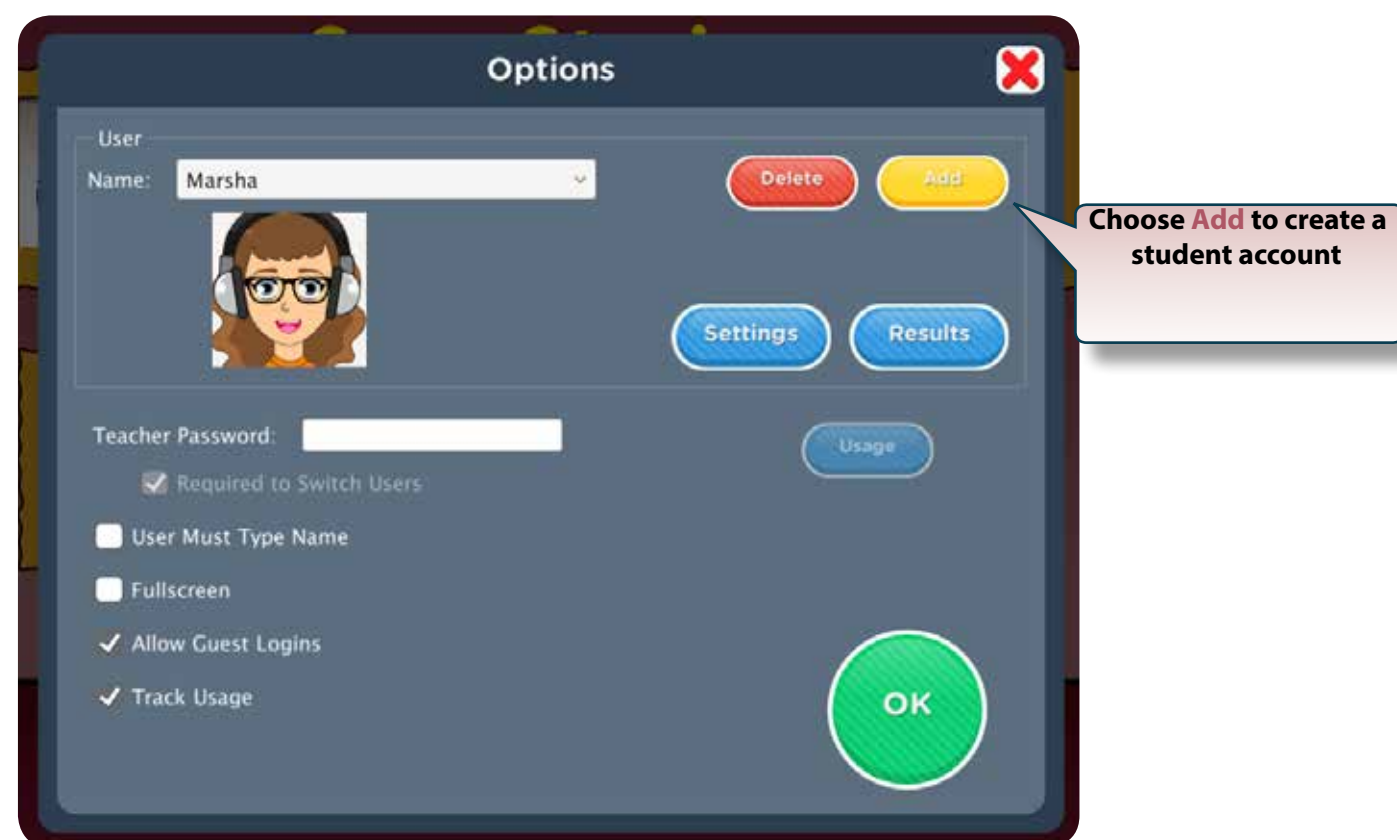
Teacher Password allows you to create an optional password that needs to be typed to open Options. Password is case sensitive (upper or lower case does matter.)

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

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

Check to **Allow Guest Logins** or uncheck to remove Guest 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 Names

Choose **Add** to create a student account

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**.

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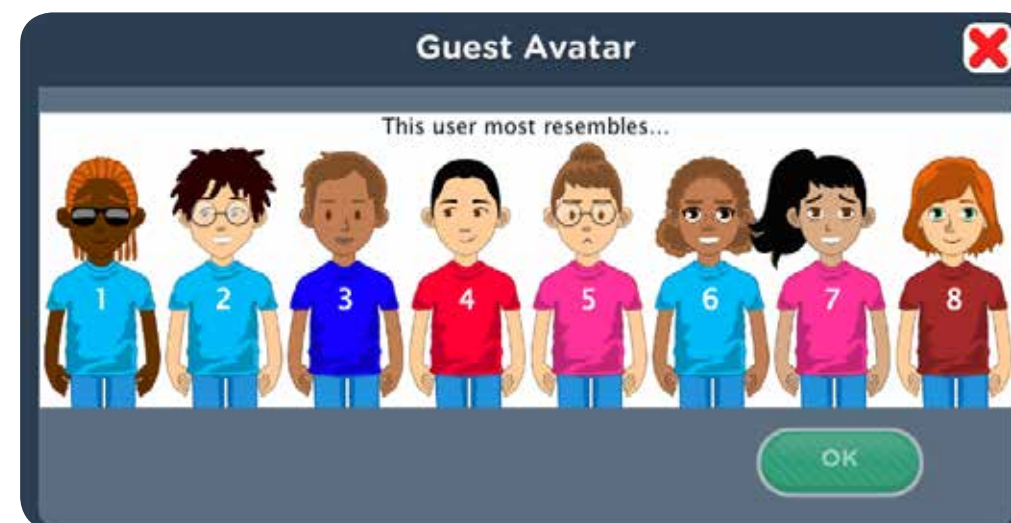
Use the tabs on the **My Avatar** page to view adjustable characteristics. Adjustable characteristics include hair style; hair color; head shape; skin tone; to be in a wheelchair, wearing rollerblades, or standing; eye shape; eye glasses; eye color; nose shape; mouth shape; eyebrows; and wardrobe.

When the student's avatar is complete, select the **OK** button. (Avatar characteristics can be modified any time through **Options –> Student's name - Settings –> System –> Edit Avatar.**)
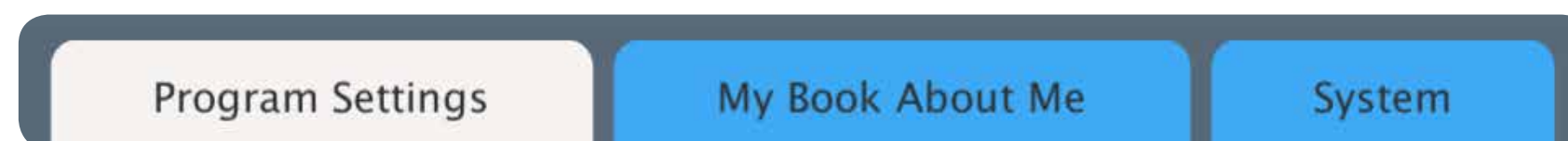
My Avatar

Once a student's avatar is completed, the program returns to the General Options screen. Individual student settings can be made by selecting the **Settings** button. At this screen you can also add other student names or exit Options by selecting the **OK** button.

TABLE OF CONTENTS
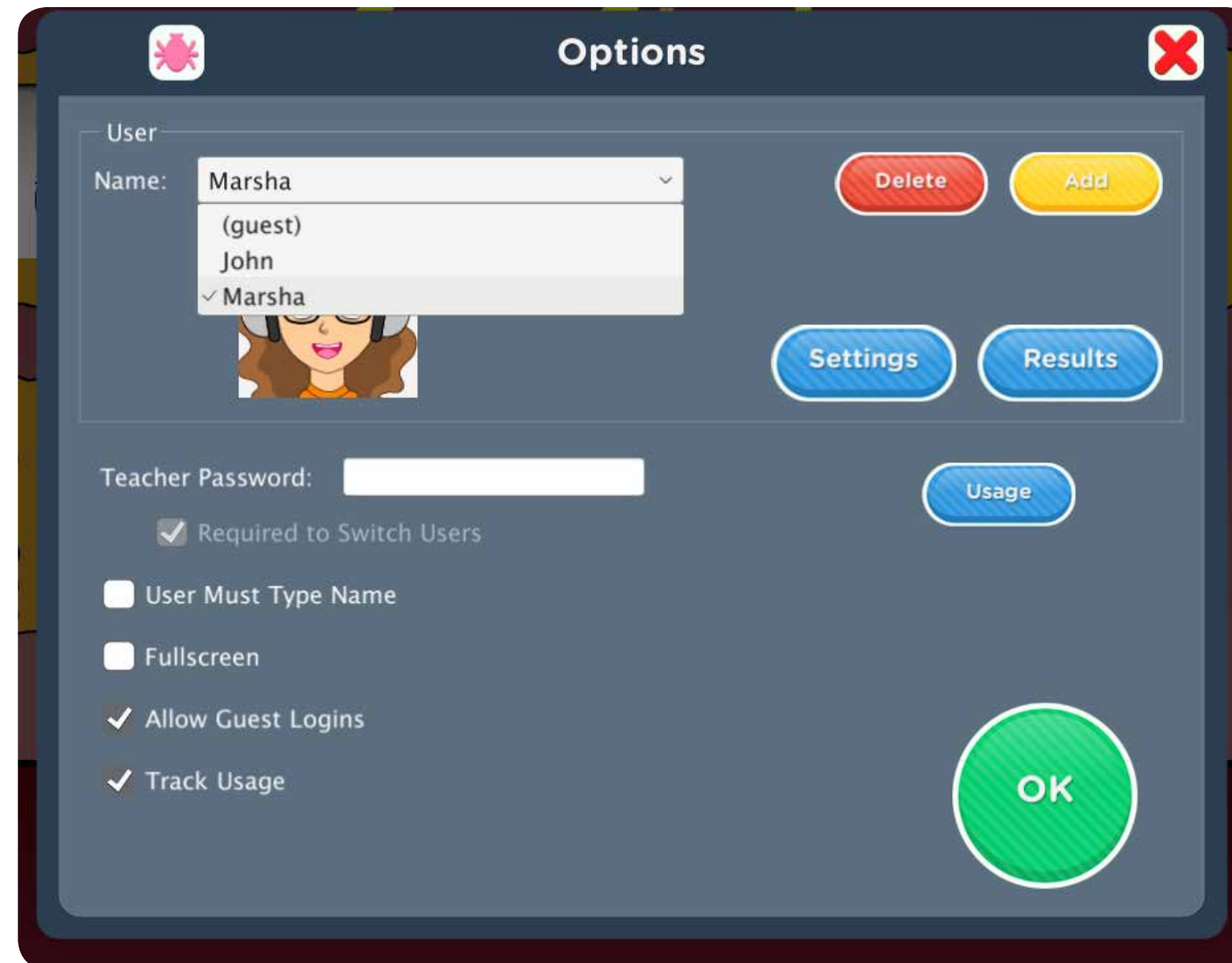
Student Settings

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 settings. They are **Program Settings, My Awesome Life book**, 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.

TABLE OF CONTENTS
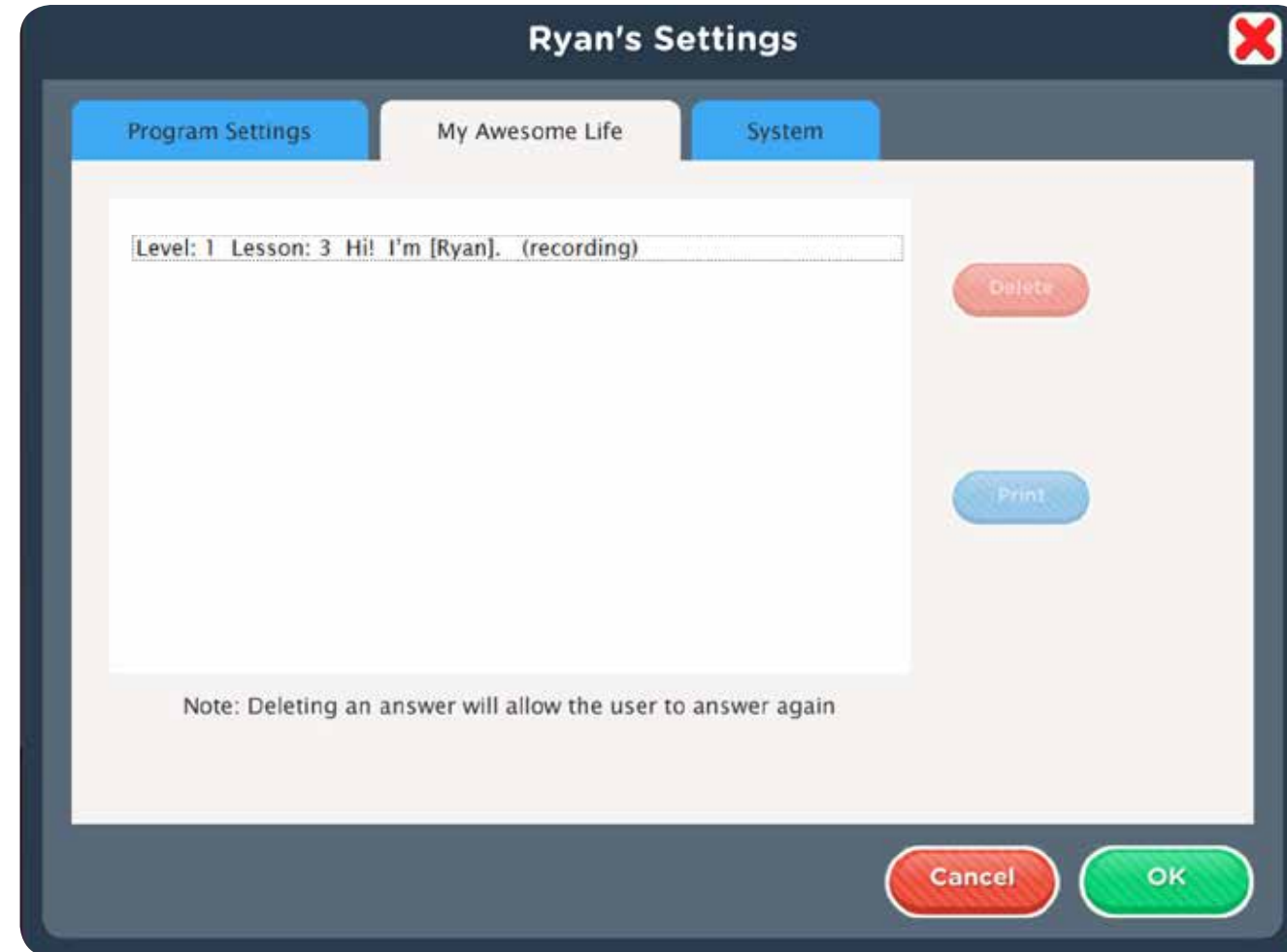
My Awesome Life Tab

The **Print** button allows students' books to be printed. Printing students' books provides another opportunity to further students' experiences with literature and reading.

The pages a student has completed in his or her My Awesome Life book (Objective 14) are listed. You can **Delete** or **Play** individual completed pages. When a page is deleted, the page will be available to record again the next time this student is in his or her My Awesome Life book (Objective 14).

System Tab
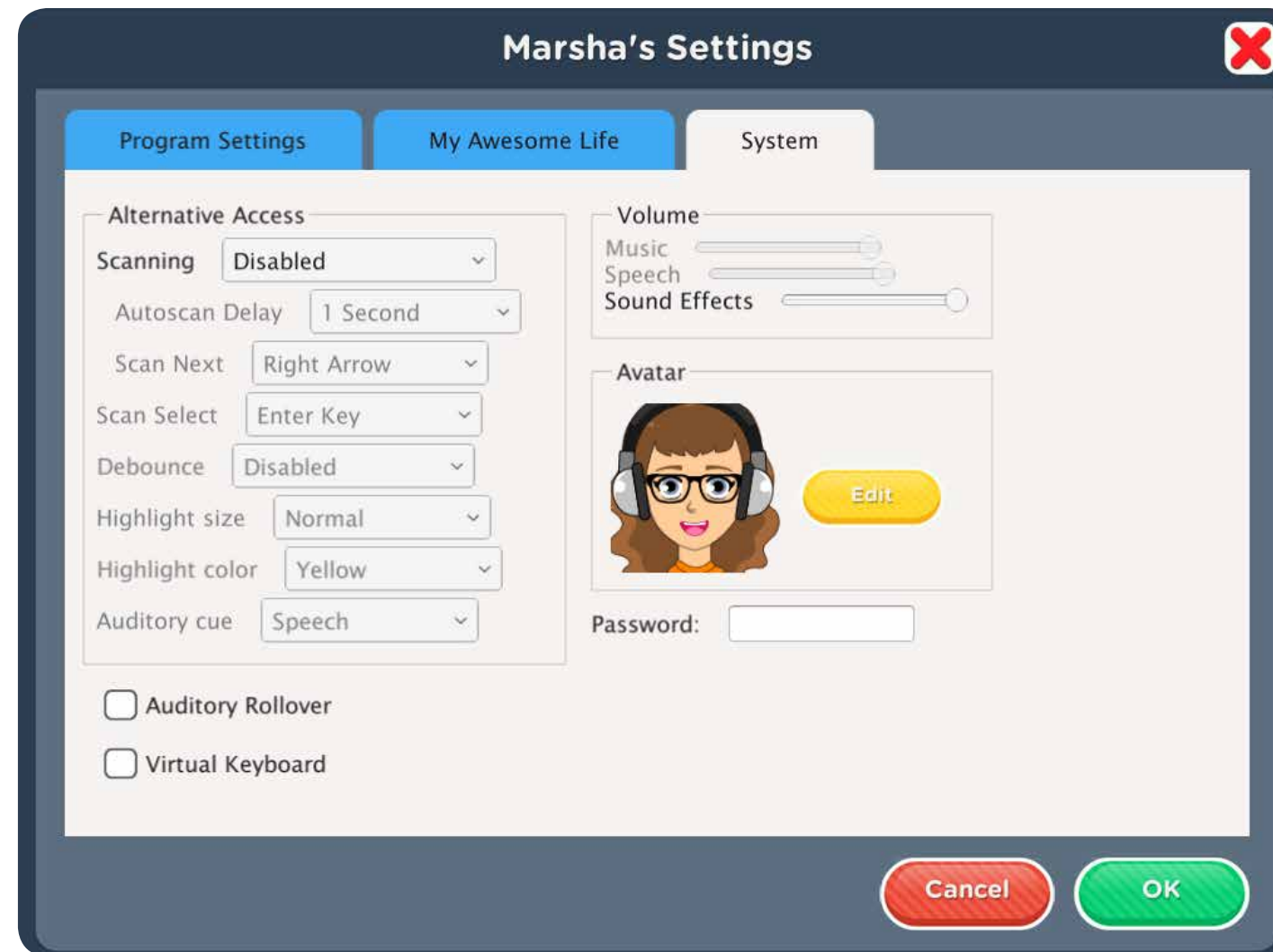
Scanning is built into ELSB for Older Students and is an alternative option to accessing the program. Scanning choices are Disabled, Single Switch, and Double switch. Disabled is the default and scan access is turned off. Single Switch has autoscan movement and pressing the properly attached switch selects 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.

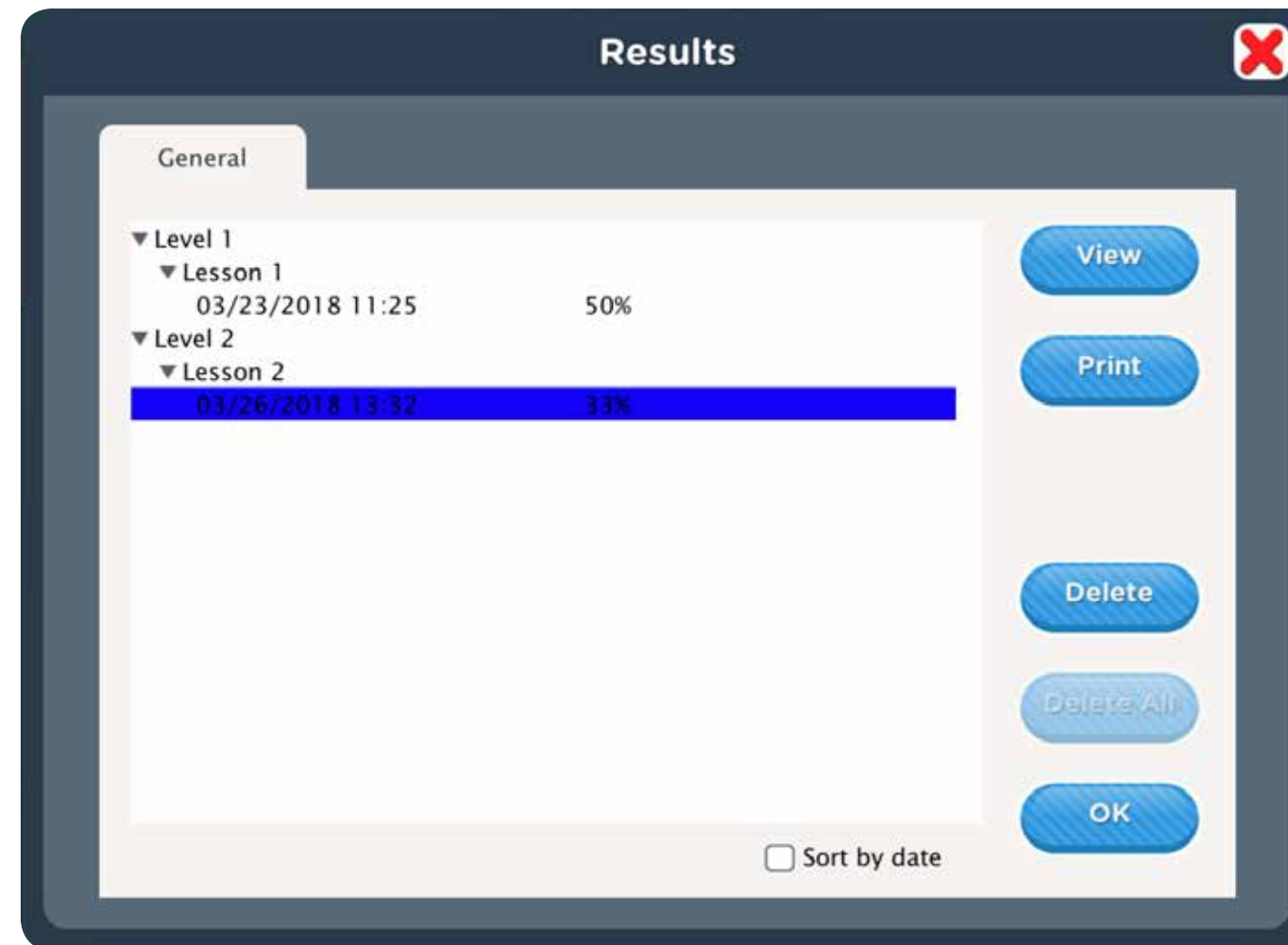**Highlight size** and **Highlight color** are adjustable.

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.

Student Results

To view or print a student's activity in ELSB for Older Students, 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**.

TABLE OF CONTENTS

ELSB Background and Research

The original 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-Delzell, 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 for Older Students. Details describing how evidenced-based strategies are embedded in this curriculum can be reviewed in the ELSB for Older Students Teacher's Guide.

Skills in ELSB for Older Students 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 for Older Students are listed in the ELSB for Older Students Teacher's Guide available from Attainment Company.

References

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.

Browder, D. M., Gibbs, S., Ahlgrim-Delzell, L., Courtade, G., Lee, A. (2007). Early literacy skills builder.Verona, WI: Attainment Company.

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.

System Requirements

Windows

Windows XP SP3 (minimum 512MB), Windows 7, Windows 8
Minimum of 512MB RAM

Microsoft .Net 3.5 SP1

NOTE: During installation from the autoplay menu, if .Netv3.5 is not detected, you will be prompted to install it. (.Net3.5 SP1 is included on the CD.)

Mac

Intel processor

OS 10.6, 10.7, 10.8, 10.9

Minimum of 512MB RAM

Alternate Access

ELSB for Older Students is designed for use with whiteboards.

Touch Monitors

All Attainment software is designed for use with touch screen devices.

Scanning

ELSB for Older Students has built-in single- and two-switch step scanning. To change scanning settings, Go to Options –>Settings –>System tab.

Technical Support

If you have a problem running *ELSB for Older Students* software/app, please call or email Attainment Technical Support. If possible, have your iPad or computer nearby while we discuss solutions. You can speed the process if you collect some basic information ahead of time:

▶ What was the error and type of error message, if any?

▶ What triggered the problem?

▶ Can you duplicate the problem?

▶ What iPad, iOS, Windows, and app versions are you running?

Technical Support is available weekdays from 9 am – 5 pm (CST)
Phone: 1-800-327-4269 or 1-608-845-7880.

Email: *techsupport@AttainmentCompany.com*

Website: *www.AttainmentCompany.com*

Attainment Company, Inc.

We welcome your comments or questions.

Attainment Company, Inc.
PO BOX 930160
Verona, WI 53593-0160

info@AttainmentCompany.com