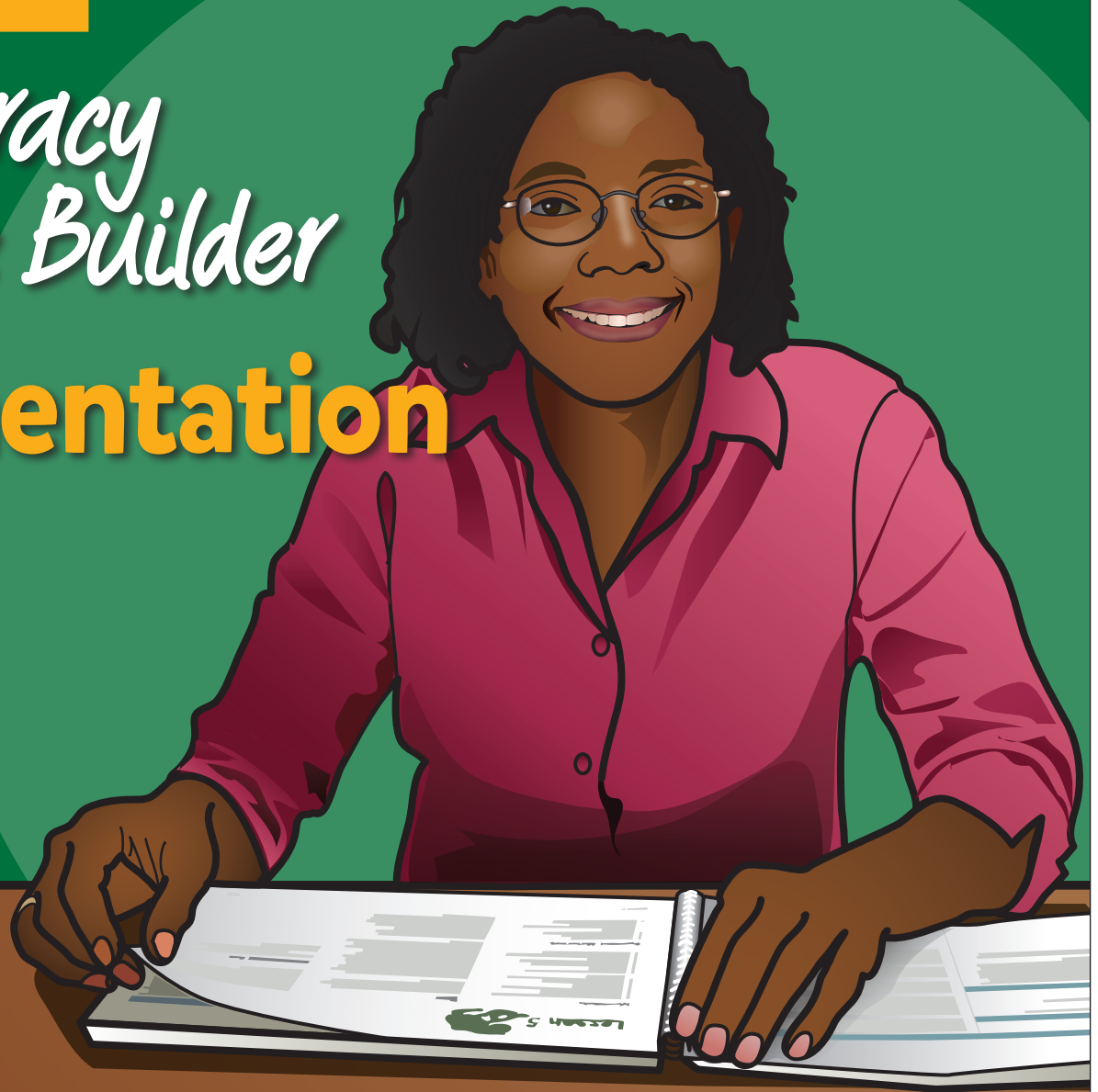


Attainment's

Early Literacy Skills Builder

Implementation Guide



Diane Browder
Susan Gibbs
Lynn Ahlgrim-Delzell
Ginevra Courtade
Angel Lee

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Susan Gibbs, PhD, a Clinical Professor Emerita in the College of Education at the University of North Carolina, Charlotte, has extensive experience in teaching introductory special education courses and literacy courses that prepare teachers to address reading instruction for children having special needs. Dr. Gibbs has supervised student teachers in special education and elementary education and has taught classes that have prepared doctoral students to supervise teachers. She has served as the reading research coordinator for the BRIC (Behavior and Reading Improvement Center) Project and as the Reading Research Coordinator for Project RAISE. Dr. Gibbs is the senior author of *Early Reading Tutor*. She has researched the effects of explicit instruction of phonological awareness and decoding on the reading skills of first-grade students identified as “at risk.”



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Ginevra Courtade, PhD, is an Associate Professor in Special Education at the University of Louisville in Kentucky. Dr. Courtade has worked in the field of moderate-to-severe disabilities for 15 years as a classroom teacher, a grant-funded project trainer, and a research associate. She now trains teachers and conducts research at the university level. She has numerous publications to her credit, including *Teaching to Standards: Science, Aligning IEPs to State Standards*, and *6 Successful Strategies for Teaching to State Standards*. Currently, Dr. Courtade works closely with the Kentucky Department of Education to provide training and support to new teachers of students with moderate-to-severe disabilities. She also trains teachers nationally to implement academic curricula for their students.



Angel Lee, PhD, is Director of Curriculum Development at Attainment Company. She previously was a research associate at the University of North Carolina, Charlotte, where she managed federally funded programs that focused on access to the general curriculum for students with disabilities. Angel has 25 years of experience working in the field of special education in a variety of capacities, ranging from special educator of students with significant disabilities to administrator and researcher. She is also coauthor of *Pathways to Literacy* and *Teaching to Standards: English Language Arts*.

Preface

The **Early Literacy Skills Builder (ELSB)** curriculum was developed, implemented, and evaluated by Project RAISE (Reading Accommodations and Interventions for Students with Emergent Literacy) at the University of North Carolina at Charlotte and supported through Grant No. H324K040004 from the U.S. Department of Education, National Center for Special Education Research. Project RAISE evaluates curricula for students with significant disabilities. ELSB is a scientifically based early literacy curriculum for students with significant developmental disabilities. This population includes students with moderate-to-severe intellectual disabilities or multiple disabilities, and some students with autism. The authors' rationale for developing ELSB was initiated by reports like *Beginning to Read: Thinking and Learning About Print* (Adams, 1990) and the National Institute for Literacy report *Put Reading First: The Research Building Blocks for Teaching Children to Read* (Armbruster & Osborn, 2001), which described phonological awareness as the most critical variable in determining whether students are ready for beginning reading instruction. In addition, the reports gave scientific evidence that students can be systematically taught phonological awareness and other emergent literacy skills to prepare them for the acquisition of beginning reading.

Research-based instructional priorities in emergent literacy summarized by the National Center to Improve the Tools of Educators (Gunn, Simmons, & Kame'enui, 1995) were utilized by Project RAISE to determine specific skills to be included in ELSB. The theoretical model for ELSB included the use of principles of applied behavior analysis, like direct instruction (Rosenshine & Stevens, 1986) and systematic instruction (Wolery, Bailey, & Sugai, 1988). ELSB components supported by reading research

include experiences with phonemic awareness, the alphabetic principle, vocabulary and reading comprehension, and sight word vocabulary development. ELSB is designed to meet the diverse instructional needs of students who are verbal or nonverbal and in the 5- through 10-year age range.

Without the assistance of Dr. Jane Rhyne, former Assistant Superintendent, Programs for Exceptional Children, of the Charlotte-Mecklenburg Schools (CMS) in North Carolina, this work would have not been possible. Prior to her death in 2015, Dr. Rhyne served as the leader of the Exceptional Children Program in Charlotte for many years and consistently supported research projects involving students with disabilities. With great appreciation for her contributions to the education of students with disabilities, we dedicate ELSB to Dr. Jane Rhyne and to the staff and students in CMS and LifeSpan who guided us in our work.

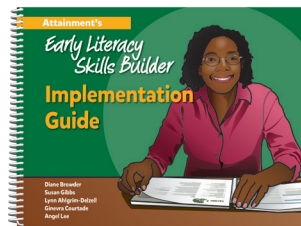
We would especially like to acknowledge the outstanding contributions of the following teachers in CMS and LifeSpan, who dedicated many hours for training and implementation of ELSB: Amy Agardi, Tammy Cox, Kimberly Eley, Alex Garcia, Elizabeth Goins, Ketrina Ham, Nydia Hoard, Tiffany Hogue, Amanda Johnson, Suzanne Kellam, Yolanda Macon, Cathy Mecimore, Yolanda Newland, Teri Nusinov, Nancy Pursley, Stephanie Sgriccia, Memory Shaw, Sharon Sirum, Kim Starke, Mary Suttle, and Lesha Thomas. We also thank Tracie-Lynn Zakas, Kathy Fallin, and Iris Rouleau for being close partners with us in the implementation of the RAISE Project. Perhaps most importantly, we thank the students and their parents for giving us the opportunity to try our new ideas for literacy.

Early Literacy Skills Builder: Getting Started

Early Literacy Skills Builder (ELSB) includes everything you will need to get started developing your students' early literacy skills.

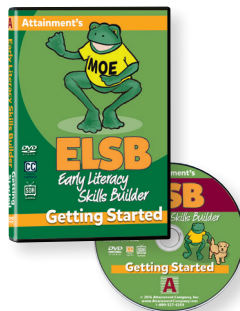
Implementation Guide

The Implementation Guide describes the underlying principles of the curriculum, the scope and sequence (provided in detail per level in Appendix A), how to use ELSB, and the background and research supporting the curriculum.



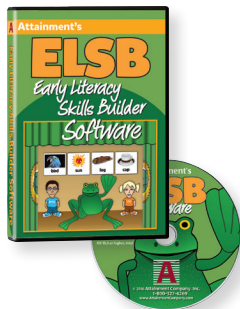
DVD

A Getting Started training DVD is included to help you learn the techniques and methods for teaching each objective. The DVD also gives an overview of the curriculum, demonstrates a lesson taught from beginning to end, and shows creative ways to adapt materials for students.



ELSB Software/iPad app

ELSB is a blended curriculum in that software and/or use of an iPad app can be integrated with the print materials during instruction. The ELSB software provided is Win/Mac compatible. For iPad users, a redemption code is provided to



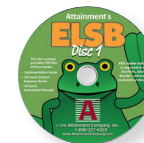
allow downloading of the ELSB app from the App Store. A printable User Guide is included in the software and the iPad app and should be reviewed for best use of these supplemental electronic programs.



Electronic Files

PDF files of various resources are provided on Disc 1 (with a Classroom License for printouts) for easy and convenient printing. Adobe Reader is required for reading these files:

- The Appendixes from the ELSB Implementation Guide
- Student Response Books for all levels
- Assessment Manuals for all levels
- The "All About Moe" and "Oh My, Apple Pie!" stories

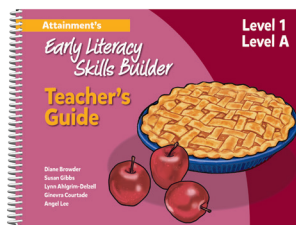


PNG files of original art from the "All About Moe" and "Oh My, Apple Pie!" stories are included on Disc 2. The illustrations from the stories can be printed and used for multiple purposes: decorating bulletin boards, adding to letters for families, making mini "Moe" books, creating coloring pages, designing scrapbooks about Moe, etc. They can also be used to add images to a student's AAC device. An index is provided on Disc 2 to help you choose the best illustration for your given purpose.



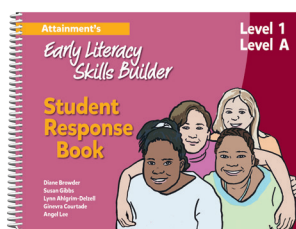
Teacher's Guides

A Teacher's Guide is provided for every level and includes five lesson plans for the level; the lessons are scripted so you know exactly what to say and do during the lesson. The colored (e.g., green) text in the Teacher's Guide is the script that tells you what to say. The black text provides directions and general information.



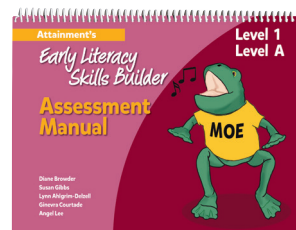
Student Response Books

A Student Response Book is provided for each level. The Student Response Book provides students with response options and allows students to point to, eye-gaze to, or reach for responses.



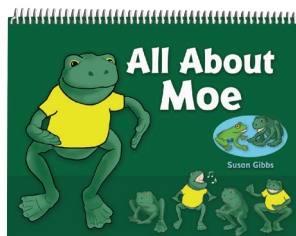
Assessment Manuals

An Assessment Manual is provided for each level and helps determine if students have mastered the content of the level and are ready to move on to the next level.



Easel Book

An easel book includes 19 "All About Moe" stories and the "Oh My, Apple Pie!" story (on the reverse side of the "All About Moe" pages). The "All About Moe" stories are an integral part of lessons in Levels 1 through 7. "Oh My, Apple Pie!" is included for the optional Level A.



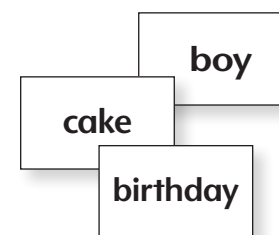
Moe

A frog puppet—Moe—is included for use in motivating the students. Moe helps engage students at the start of the lesson and helps the children learn skills and concepts. Moe can be used to model a skill or to "high-five" children's accomplishments.



Post-it® Notes

Objective 4 requires covering a word to encourage students to anticipate and then complete a repeated story line. The Post-it® notes included with the curriculum are used to cover the words.



Sight Word Flashcards

Sight word flashcards are included for use in Objectives 1, 2, 13, and the level assessments.



Magnetic Dry-Erase Board

A magnetic dry-erase board is included for teaching phoneme segmentation in Objective 11. It can also be used optionally to motivate students—using a marking system or magnets (not provided) to visually mark when students respond appropriately.

Early Literacy Skills Builder Overview

Early Literacy Skills Builder (ELSB) is a preliteracy curriculum for elementary-aged students with significant developmental disabilities who have not acquired foundational literacy skills such as conventions of print, early stages of phonological awareness, some letter-sound correspondence, and some sight word vocabulary. ELSB is a blended curriculum in that instructional options include print materials and electronic options via a software program or an iPad app. ELSB is appropriate for students who have moderate-to-severe intellectual disabilities or multiple disabilities, and for some students who have autism.

A unique feature of ELSB is that all responses have been developed for either verbal or nonverbal responding. For example, nonverbal students may use assistive technology, pointing, or 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. Students who complete ELSB are ready for instruction in a beginning reading curriculum, such as *Early Reading Skills Builder* (Browder, Ahlgrim-Dezell, & Wood, 2015).

The series is also developed so that students who do not master all levels still acquire literacy skills for lifelong use, such as gaining meaning from stories that are read, acquiring new vocabulary, and recognizing words and phrases in text. In a comprehensive review of the experimental research on teaching early reading to students with significant disabilities, Browder, Wakeman, Spooner, Ahlgrim-Dezell, and Algozzine (2006) found that most research with this population had focused on the acquisition of sight words through massed trials with systematic prompting and fading. This systematic instruction approach is strongly supported through both the quality and quantity of research studies and through

the large effect sizes evident in the studies, showing that students with significant cognitive disabilities can acquire sight words through this method of intervention.

Starting with Sight Words

ELSB capitalizes on Browder, Wakeman, et al.’s (2006) findings and uses a “sight word game” based on Collins’s (2007) constant time-delay procedure. In the first round, the teacher prompts the correct response by pointing to the word as it is requested (with 0-second time delay). In the next round, a 5-second delay is used; that is, the teacher waits up to 5 seconds for the student to respond before prompting. For motivation, the puppet Moe helps the students as needed (prompts the correct response). As students acquire the sight words, the teacher can drop the 0-second time-delay round.

Browder, Wakeman, et al. (2006) also note the importance of comprehension. To promote understanding of the words, the students are asked to perform a second response in which they select between two or more of the sight words to complete a sentence. Because the students have just reviewed the words, this round provides a 5-second wait time before prompting. The sight words were chosen because of their high utility. When possible, words were also selected that have utility in functional activities (e.g., girl, boy, friend).

Going Beyond Sight Words

As Browder, Courtade-Little, Wakeman, and Rickelman (2006) and Browder, Ahlgrim-Dezell, Flowers, and Baker (2012) note,

sight words are only one component of reading. In fact, students would not be expected to become readers through sight word instruction alone, based on the research compiled by the National Reading Panel (NRP, 2000). The NRP selected 38 experimental and quasi-experimental (meaning a plausibly close approximation to experimental) research studies on reading instruction. Based on a quantitative averaging of the outcomes from these 38 studies, the most important conclusion of the NRP was that there is compelling evidence that systematic, explicit phonics instruction makes a more significant contribution to children's growth in reading than do alternative programs providing unsystematic or no phonics instruction. The NRP report established consensus on the following foundational skills as critical components of beginning reading instruction:

- Phonemic awareness
- Alphabetic understanding (phonics)
- Vocabulary
- Comprehension
- Accuracy and fluency with connected text

The importance of reading success prompted researchers to examine the characteristics of children entering first grade who become successful readers. Research suggests that children entering first grade with phonemic awareness skills will experience more success in learning to read than their peers who enter first grade with little or no phonemic awareness (e.g., Hiebert & Pearson, 2000; Lyon, 1998; Perfetti, Beck, Bell, & Hughes, 1987).

In contrast, most students with moderate-to-severe disabilities will need instruction to develop phonemic awareness in the elementary grades due to their developmental delay. ELSB is based on the premise that it is not too late to begin promoting phonemic awareness skills for these students at ages 5–10 or older. Instead, the early elementary grades may be an optimal time to promote the skills that can then bridge to reading by later grades.

In an ethnographic study of the school experiences of students with significant disabilities, Kliewer (1998) found a consistent lack of focus on reading. Because of this lack of attention to reading for this population, the amount and pace of progress students will make in a comprehensive early literacy program is largely unknown at this time. The purpose of ELSB is to provide a curriculum that promotes new opportunities for this population to learn to read by building on the science of reading found effective for students without disabilities or who have mild disabilities.

Specifically, ELSB provides instruction in four components of early reading: (1) vocabulary, (2) comprehension, (3) phonemic awareness, and (4) alphabetic understanding (phonics). Project RAISE (Reading Accommodations and Interventions for Students with Emergent Literacy) at the University of North Carolina, led by Dr. Diane Browder, will continue to evaluate the applications reflected in ELSB through experimental research in the years to come.

Rationale for Inclusion of Phonemic Awareness from the Earliest Lessons

Phonemic awareness is a conscious understanding that words are made up of sounds, along with the ability to identify and manipulate individual sounds in words (Carnine, Silbert, Kame'enui, & Tarver, 2004). The NRP (2000) reported that correlational studies identified phonemic awareness and letter knowledge as the two best predictors at school entry of how well children will learn to read during the first two years of school. Phonemic awareness is considered to be phonics instruction when children are taught to blend or segment the sounds in words using letters (Carnine et al., 2004).

Some students with moderate-to-severe disabilities do not yet have even the concept of word, which is the ability to match spoken

sounds with words in text (Bear & Barone, 1989). Morris's (1993) longitudinal research illustrates the contribution of the concept of word to learning to read. In ELSB, the concept of word is taught through having the student supply the missing word in a sentence (e.g., "Moe jumped over the _____") and by having students point to each word in a line of text as it is read by the teacher.

Phonemic awareness instruction includes recognizing letter sounds and, later, identifying pictures that begin with those sounds. Students also learn to clap out the syllables in words (phonological awareness that precedes phonemic awareness) and, later, to tap out individual phonemes in words. One alternative would have been to teach one of these skills to mastery with many trials and then introduce the next skill, but this linear sequence could result in a student becoming stuck on a skill. Instead, ELSB introduces multiple phonological (including phonemic) awareness skills with many repetitions across days, lessons, and units. In the ongoing research of ELSB as it is implemented, students sometimes acquire skills earlier than expected and other skills come more slowly, but the specific order of acquisition of skills like identifying the sound or clapping out syllables varies across students.

Evidence of Phonemic Awareness and Phonics Skills Acquisition

Joseph and Seery (2004) examined studies conducted over the previous 12 years that used phonemic awareness and/or phonics instruction with students who had intellectual disabilities. Seven studies were found that used phonetic analysis (i.e., making letter-sound correspondences). These studies revealed that students with intellectual disabilities have the potential to benefit from phonemic awareness training and phonics instruction. More specifically, two studies had positive outcomes when letter-sound correspondences were introduced (Hoogetveen, Smeets, & Lancioni, 1989; Hoogetveen, Smeets, & van der Houven, 1987). In a review focused specifically on reading for students with autism spectrum

disorders (ASD), Whalon, Al Otaiba, and Delano (2009) found 11 studies with only 6 that targeted phonics. Historically, there have been few models for how to teach these skills to students with developmental disabilities. Given that students with developmental disabilities often struggle with memory capacity, students who are taught to read using a sight word memorization approach will be limited in the amount of text they can read and comprehend (Connor, Alberto, Compton, & O'Connor, 2014).

Since these reviews, there have been several innovative studies on teaching phonics and phonemic awareness to students with developmental disabilities. Researchers (Allor, Mathes, Roberts, Cheatham, & Champlin, 2010; Allor, Mathes, Roberts, Jones, & Champlin, 2010; Flores, Shippen, Alberto, & Crowe 2004; Lemons, Mrachko, Kostewicz, & Pattera, 2012) have found positive outcomes for elementary students with mild-to-moderate intellectual disabilities (ID) who received systematic instruction in a comprehensive phonics-based program. Similarly, several researchers have found that students with ASD can benefit from phonics instruction (Bailey, Angell, & Stoner, 2011; Grindle, Hughes, Saville, Huxley, & Hastings, 2013; Leytham, Pierce, Baker, Miller, & Tandy, 2014; Travers et al., 2011). A common feature of the research for students with ID and students with ASD is the use of explicit instructional strategies like systematic prompting. A shortcoming of these studies is that nearly all assumed the student could express phonemic skills through spoken responses, like voicing the sounds in a word. In contrast, *Early Literacy Skills Builder* offers response options (e.g., an array of pictures or use of the software/app) so that students can respond with or without speech. After students master *Early Literacy Skills Builder*, *Early Reading Skills Builder* (Browder et al., 2015) makes it possible to advance in use of phonics through technology to help the student voice and blend the phonemes in words.

ELSB addresses these skills in Component 1 of the curriculum: the Building with Sounds and Symbols component. There are seven levels with five lessons each in Building with Sounds and Symbols.

(An optional Level A is also provided for students who have not yet developed picture discrimination.) Fourteen objectives in the Building with Sounds and Symbols component address the key literacy components supported by the NRP (2000).

ELSB is developed to shape mastery these 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. Table 1 provides an overview of the Scope and Sequence for the seven levels of the Building with Sounds and Symbols component. Appendix A provides a detailed description of the Scope and Sequence for each lesson of each level.

Making Early Reading Skills Meaningful

To encourage meaningful use of the skills developed in the Building with Sounds and Symbols component, Component 2, Building with Stories, is included. Stories are what make early reading skills fun and functional for students. In the first part of ELSB, the character Moe helps students learn to read through participating with them in their teaching trials of specific skills and by having the starring role in the stories read. The stories have been developed with carefully controlled text and are read repeatedly so that students can build listening comprehension skills. Students also practice their phonemic awareness skills using these simple stories.

In the Building with Stories lessons, teachers use the **books typical of the students' grade levels** to practice additional listening comprehension and to learn conventions of print like identifying the title and author. An important trend in supporting young

children in developing literacy is the use of high-quality literature, including both narrative and expository works as core instructional materials (Morrow & Gambrell, 2002). Important characteristics of this approach include reading to children daily and giving students the opportunity for both independent and collaborative book sharing (Allor & McCathren, 2003). Discussion of the literature is also commonplace. Children who are read to daily tend to score higher on measures of vocabulary, comprehension, and decoding (Bus, van IJzendoorn, & Pellegrini, 1995; Senechal, Thomas, & Monker, 1995). The primary purpose of this read-aloud activity is the construction of meaning from the interactive event between the adult and child (Vygotsky, 1978).

Although research does not yet exist on the potential benefits of daily reading with school-aged students who have significant developmental disabilities, making this the core of literacy instruction promotes meaningful access to inclusive communities in several ways (Browder, Mims, Spooner, Ahlgrim-Dezell, & Lee, 2008). First, shared stories can promote social interactions with peers who are nondisabled, and with families and teachers. Most experts list social inclusion with peers and family involvement as strong values for the education of this population (Hamre-Nietupski, Nietupski, & Strathe, 1992; Logan et al., 1998; Stainback & Stainback, 1987; Trivette, Dunst, Boyd, & Hamby, 1995). Shared stories may also become a vehicle for promoting self-determination. Students can choose the stories to be shared and their reading partners, they can view books alone, or they can take the lead in reading if they receive instruction in specific book-sharing skills (this will be described later).

Table 1: ELSB Overall Scope and Sequence

	LEVEL						
	1	2	3	4	5	6	7
1. Read sight words using time-delay instruction	boy, girl, friend	me, is, friend	want, he, is, boy	my, are, is, me, want	like, give, are, friend, he	where, have, give, my, girl	was, does, have, where, like
Activity: Flashcard Game	<p>Formula for introducing frequently used vocabulary words in K–1 reading curricula:</p> <ul style="list-style-type: none"> • New words are introduced and maintained for a complete level. • Words are added back in for 1–2 successive lessons in subsequent levels. • Words are dropped again for 2–3 lessons. <p>Words are added back in for at least 1 additional lesson.</p>						
2. Point to sight words to complete sentences	Correct answer/ 1 distractor	Correct answer/ 1 distractor	Correct answer/ 2 distractors	Correct answer/ 2 distractors	Correct answer/ 3 distractors	Correct answer/ 3 distractors	Correct answer/ 3 distractors
Activity: Flashcard Game							
3. Point to text as it is read	1–2 lines of text using left-to-right and top-to-bottom movement	2–3 lines of text using left-to-right and top-to-bottom movement	3–4 lines of text using left-to-right and top-to-bottom movement	1 line of word-by-word pointing	2 lines of word-by-word pointing	2 lines of word-by-word pointing	2 lines of word-by-word pointing
Activity: Pointing to Words							
4. Say and/or point to a word to complete a repeated story line	Correct answer/ 1 distractor with picture cues	Correct answer/ 1 distractor with picture cues	Correct answer/ 2 distractors with picture cues	Intermittent (in 2 lessons for review). Correct answer/ 2 distractors with picture cues	Intermittent (in 1 lesson for review). Correct answer/ 3 distractors without picture cues	Intermittent (in 1 lesson for review). Correct answer/ 3 distractors without picture cues	Intermittent (in 1 lesson for review). Correct answer/ 3 distractors without picture cues
Activity: Hidden Words							

(Continued on next page)

Table 1: ELSB Overall Scope and Sequence *(continued)*

	LEVEL						
	1	2	3	4	5	6	7
5. Respond to literal questions about a story Activity: Answering Questions	What, who, and yes/no questions (answer on page). 1 distractor	What, where, yes/no, and who questions (answer on page). 1 distractor	What, who, whose, where, yes/no, prediction, and main idea questions. 2 distractors with picture cue	What, who, where, when, prediction, and main idea questions. 2 distractors without picture cue	What, who, whose, how many, where, prediction, main idea, and sequence questions. 3 distractors	What, who, prediction, main idea, and sequence questions. 3 distractors	Same types of questions. Add a why question at the end (not literal).
6. Demonstrate understanding of syllable segmentation by clapping out syllables in words Activity: Chunking Words		2–3 syllable words (not 1 syllable)	1–4 syllable words	1–5 syllable words Intermittent (in 1 lesson for review)	2–5 syllable words Intermittent (in 1 lesson for review)	1–3 syllable words Intermittent (in 1 lesson for review)	1–5 syllable words Intermittent (in 1 lesson for review)
7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words Activity: Tapping Out Sounds				4 CVC words	4 CVC words	4 CVC words	4 CVC words
8. Identify letter-sound correspondences Activity: Letter Sounds Game	New sound: /m/, one object (nonletter)	New sounds: /a/, /s/	New sounds: /r/, /t/	New sounds: /f/, /o/	New sounds: /l/, /g/	New sounds: /d/, /u/	New sounds: /i/, /h/

(Continued on next page)

Table 1: ELSB Overall Scope and Sequence *(continued)*

	LEVEL						
	1	2	3	4	5	6	7
9. Point to and/or say the first/last sounds in words Activity: First/Last Sound Game		Point to/say the first sound in words beginning with continuous sounds (e.g., /a/, /m/)	Point to/say the first sound in words	Point to/say the first sound in words	Point to/say the first sound in words	Point to/say the first and last sounds in words	Point to/say the first and last sounds in words
10. Identify pictures that begin/end with given sounds Activity: Finding Pictures with Special Sounds		Beginning sounds (no text)	Beginning sounds (no text)	Beginning sounds (no text)	Beginning sounds (no text)	Beginning and ending sounds (no text)	Beginning and ending sounds (no text)
11. Point to letter sounds in words Activity: Stretching Words				4 CVC words	4 CVC words	4 CVC words	4 CVC words
12. Blend sounds to identify pictures Activity: Finding Pictures				Pictures of 4 CVC words (no text)	Pictures of 4 CVC words (no text)	Pictures of 4 CVC words (no text)	Pictures of 4 CVC words (no text)

(Continued on next page)

Table 1: ELSB Overall Scope and Sequence *(continued)*

	LEVEL						
	1	2	3	4	5	6	7
<p>13. Point to pictures/words representing new vocabulary</p> <p>Activity: The New Word Game</p>	<p>People: boy, girl, friend</p>	<p>Feelings: happy, sad, mad, excited, scared</p>	<p>Pets: dog, cat, bird, rabbit, snake</p>	<p>Actions: play, read, swim, shop</p>	<p>Places: pool, zoo, park, bowling alley</p>	<p>Birthday party: birthday, cake, sing, game (match word to picture)</p>	<p>Items to give to others: presents, clothes, toy, book, song, game (match word to picture)</p>
<p>14. Use new vocabulary words and personal information to create a story</p> <p>Activity: Fun with Writing</p>	<p>People: boy, girl, friend</p>	<p>Feelings: happy, sad, mad, excited, scared</p>	<p>Pets: dog, cat, bird, rabbit, snake</p>	<p>Actions: play, read, swim, shop</p>	<p>Places: pool, zoo, park, bowling alley</p>	<p>Birthday party: birthday, cake, sing, game</p>	<p>Items to give to others: presents, clothes, toy, book, song, game</p>

Planning Your Literacy Program

ELSB can be the core component of a comprehensive literacy program for students with significant developmental disabilities. In planning this literacy program, additional consideration needs to be given to the context, instructional format, and time invested in the literacy program. This section provides guidance for planning the literacy program.

Context for ELSB

As mentioned earlier, ELSB has two components: Building with Sounds and Symbols and Building with Stories. The first component will require identifying one or two blocks of time when the scripted lessons can be implemented. Because students with moderate-to-severe disabilities have traditionally had little literacy instruction beyond functional sight words, identifying time for these intensive literacy lessons may require some team planning.

Students in fully inclusive settings will need direct instructional time for the Building with Sounds and Symbols component. If your school is using a tiered system of reading interventions as part of a Response-to-Intervention model, times may already be planned into the school and class schedule for some students to receive intensive interventions in reading. Building with Sounds and Symbols is similarly an intensive intervention option, but one developed for students with moderate-to-severe disabilities who may be at an early literacy level. Depending on whether the school provides these intensive reading interventions in the same classroom or another setting, a similar model could be followed for scheduling ELSB Building with Sounds and Symbols lessons.

In self-contained settings, you will need to create blocks of time in the day to teach the scripted lessons of ELSB. ELSB is designed to

be taught to a small group (2–4 students). While it can also be taught one-to-one, using small groups will make it more feasible to invest the daily time needed to implement the lessons. An exception is Level A, where teaching one-to-one may be more feasible.

The second component of ELSB, Building with Stories, can be taught in any context in which a book will be read aloud in a shared story format (i.e., one in which students will be actively engaged in discussing the story as it is read). In a self-contained class, you may schedule read-aloud times with a small group and plan ahead how to engage each student.

In addition to the shared stories implemented in a resource setting, the student is likely to benefit from times in which peers who are nondisabled share in story building lessons. For example, peers may visit the class, pair up for stories in the media center, or support the student during story time in the general curriculum class. In some cases, it might be helpful to recruit older peers for these shared stories (e.g., fifth graders to read with kindergarten students). These peers may need some training in the steps to engage the student with the story. After some preteaching of a book with peers or you, the student with disabilities may be able to participate in read-alouds of the story in the general education class.

For students who are already fully included in a general education classroom, the Building with Stories Lesson Plan template (see Appendix B) can also be used to decide how the student will respond when the classroom teacher asks questions of the class. The student may also use a specially adapted version of the book that includes a repeated story line, highlighted text, and symbols

of key vocabulary. Students in inclusive settings may also benefit from preteaching the story in one-to-one instruction prior to the class read-aloud.

Instructional Format and Pacing

The ELSB Building with Sounds and Symbols component was developed for group instruction. A good rule of thumb is to select a group of students who have similar early literacy or communication skills (e.g., all use some pictures to communicate or all need objects for communication) and begin at Level 1, Lesson 1.

Pick a pace of instruction that helps students in the group keep pace. For example, a single lesson may be repeated for two days or for four days. Sometimes an individual student may need additional one-to-one tutoring on an objective for which no progress is observed. The active responding in the scripted lessons

will help keep students engaged. You may also need to praise students for watching other students take their turns. When taught well, the scripted lessons have little to no downtime. Students are making responses almost every minute.

The Building with Stories component is also a group instruction format. If the story is being shared with an entire class (e.g., in a general education classroom), the student with moderate-to-severe disabilities will probably need some one-to-one support to text point, find vocabulary, and so on. When conducted with a small group, usually each person in the group can get a turn for most of the steps in the story building lesson.

The following sections describe how to use each component in more detail. **Remember, ELSB has two components: Building with Sounds and Symbols and Building with Stories.** You will want to be sure to include both as part of your daily literacy lessons.

Using Component 1 Building with Sounds and Symbols

The **Building with Sounds and Symbols** component includes scripted lessons for teaching 14 goals addressing reading and writing foundations. The spiral-bound Teacher Guides, Student Response Books, Assessment Manuals, “All About Moe” and “Oh My, Apple Pie!” stories, and software are provided for the Building with Sounds and Symbols component.

For students to learn to read, they need to recognize the individual units of sound in language and then to associate these sounds with printed symbols. Students for whom ELSB was developed may or may not produce these sounds themselves. That is, they may have limited verbal production due to speech impairments and cognitive challenges. Some students may be verbal but not able to discriminate sounds. Whether or not students with moderate-to-severe disabilities have speech, they may use pictures or other symbols to augment their communication. For this reason, more emphasis needs to be placed on print awareness for this population than may be found in other early literacy curricula. For example, students need the option of using a printed symbol to indicate recognition of a letter sound as well as articulating the sound if they can.

The Building with Sounds and Symbols lessons begin by teaching the concept of word (and general print) awareness. More complex emergent literacy skills are introduced and taught in a spiraling manner (i.e., objectives are repeated across levels). Students learn to read repeated story lines, point to text, read frequently used sight words, apply new vocabulary words, use syllabication, identify some letter-sound correspondences, identify initial and ending sounds in words, and begin to blend and segment consonant-vowel-consonant (CVC) words.

There are seven levels with five lessons each in the Building with Sounds and Symbols component. (There is also an optional Level A for students who have not yet developed picture discrimination.) Each lesson takes approximately 60 minutes of daily instruction and is developed for small-group or individual instruction. Lessons can be broken up into two 30-minute sessions during the instructional day. (But remember, a third lesson is devoted to the Building with Stories component—also referred to as shared stories or read alouds—so that students get about 90 minutes of literacy instruction daily.) Objectives in the curriculum address the key literacy components supported by the NRP.

Objectives Taught

ELSB shapes mastery of 14 objectives, and each objective selected for instruction and the method by which it is taught is adapted from current research. While there is little to no research on teaching phonemic awareness and phonics to this population (Browder, Wakeman, et al., 2006), the authors have adapted research with other populations and the instructional strategies used effectively for other types of literacy skills (e.g., direct instruction and systematic prompting and feedback procedures). Table 2 lists each ELSB objective, the rationale for its inclusion, and the method used to teach it.

Lesson Vocabulary

Each lesson of ELSB has a focused set of new vocabulary words for students to learn. A rationale for the selection of vocabulary words is provided in Table 3 (on page 26).

Table 2. Rationale for the 14 Objectives in Levels 1 to 7

Objective	Rationale/NRP Component	Increasing Difficulty across Lessons and Levels	Method Used to Teach Objective
1 Read sight words using time-delay instruction	Some words are irregular and must be learned on sight; students benefit from early word mastery so they can participate in reading the stories. NRP Vocabulary	New words are introduced across lessons and levels.	Flashcard drill using the constant time-delay procedure (one round at 0-second time delay; one at 5-second time delay)
2 Point to sight words to complete sentences	Students use sight words from Goal 1 to fill in a blank in a sentence; promotes comprehension of the sight words. NRP Vocabulary	Students are given more distractors in answer choices as levels progress.	System of least prompts: (a) wait for the student to point without help; (b) if needed, model pointing and have the student imitate; (c) if needed, physically guide the student to point. (Students who respond using eye-gaze can be guided to the correct answer using a prompt such as a light pointer or a colored frame.) If needed, words may be enlarged.
3 Point to text as it is read	Text pointing is used to promote the concept of word. It teaches that text moves from left-to-right and top-to-bottom and that each printed word can be spoken. For nonverbal students, it may build toward the use of technology support to read text aloud. Concept of Print	Students progress from pointing left-to-right to a phrase, to a sentence, to moving down the page to a second line of text, as the teacher reads. In the upper levels, students point to each word individually within the sentence as the teacher reads the text.	System of least prompts (same as above).
4 Say and/or point to a word to complete a repeated story line	This skill promotes the concept of word and listening comprehension as students fill in words that are covered and then complete a repeated story line. NRP Comprehension Concept of Print	Placement of the covered word in the sentence varies (last word, middle word). At the early levels, the covered word is highlighted. In later levels, words change across lessons and levels.	System of least prompts (same as above).

(Continued on next page)

Table 2. Rationale for the 14 Objectives in Levels 1 to 7 *(continued)*

Objective	Rationale/NRP Component	Increasing Difficulty across Lessons and Levels	Method Used to Teach Objective
5 Respond to literal (or inferential) questions about a story	This builds listening and reading comprehension. NRP Comprehension	At first, literal questions that relate directly to the text are asked. Later, students are asked harder questions (prediction, main idea, sequencing) and must make inferences from what has been read. In later lessons, they answer questions using words versus pictures.	Scaffolding (e.g., find the answer in the sentence) using the system of least prompts if needed.
6 Demonstrate understanding of syllable segmentation by clapping out syllables in words 7 Demonstrate understanding of phoneme segmentation by tapping out phonemes in CVC words	Segmenting is one of the critical components of phonemic awareness. Segmenting words into syllables is the beginning point because it teaches distinguishing by auditory cues including rhythm and stress. Auditorially segmenting phonemes (sounds) in words is the primary precursor to learning to read CVC words. NRP Phonemic (Phonological) Awareness	Early lessons use two- and three-syllable words; words increase to five syllables and decrease to one syllable; CVC words are used for phoneme segmentation.	Direct instruction with model, lead, test strategy. If the student chooses an incorrect response, the teacher physically guides the clapping/tapping. Clapping/tapping is adapted to the student's needs and response ability (e.g., a student with physical challenges may tap a foot or hit the side of the wheelchair to indicate the number of syllables; a student who eye-gazes might blink to show number of syllables).
8 Identify letter-sound correspondences	Students who are nonverbal (and some with autism) will need a visual referent to indicate letter sounds. Use of letters themselves may be more efficient than some other concrete referent. NRP Alphabetic Principle (Phonics)	Thirteen letters and sounds are introduced across lessons and levels. In the first levels, the distractors are nonletters. Later, students are given multiple letters from which to choose.	Easy-to-hard discrimination with increasingly more difficult distractors. Given an incorrect response, the system of least prompts is used.

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Table 2. Rationale for the 14 Objectives in Levels 1 to 7 *(continued)*

Objective	Rationale/NRP Component	Increasing Difficulty across Lessons and Levels	Method Used to Teach Objective
9 Point to and/or say first and last sounds in words 10 Identify pictures that begin/end with given sounds	Isolating beginning and ending sounds is a critical phonemic awareness skill and a precursor to beginning reading. NRP Phonemic Awareness	Sounds change across lessons and levels. Consideration is given to order of phonemes from easy to hard (i.e., those that are continuants and easily visible are introduced first).	Direct instruction with model, lead, test strategy. Given an incorrect response, the system of least prompts is used. First and last sounds are also graphically highlighted for Objective 9.
11 Point to letter sounds in words 12 Blend sounds to identify pictures	Blending sounds to form words is one of the most difficult skills to translate for nonverbal students. Although AAC devices can produce the word, they do not require the student to think about the blending itself. If students can hear a word segmented into its sounds, and identify a picture of the word that was said, it demonstrates having internally blended the sounds. While more difficult than simple verbal blending of sounds to form a word, it ensures students are not just hitting a switch to say a word. NRP Phonemic Awareness	Sounds to be blended change over lessons and levels concurrent with those introduced in Goal 8.	Direct instruction with model, lead, test strategy. Given an incorrect response, the system of least prompts is used.
13 Point to pictures/words representing new vocabulary 14 Use new vocabulary words and personal information to create a story	This builds conceptual understanding of vocabulary by using a variety of pictures for the same spoken word. Students use the new word in a story. NRP Vocabulary	First words are people. Less concrete words are introduced, including feelings, places, and actions. Each level has a theme that is meaningful to children (e.g., friends, pets, community outings, birthday). In early levels, students are asked to identify multiple picture representations, combined with the new written word. In later levels, students are asked to identify the written word and to match the written word to the pictures to demonstrate comprehension.	System of least prompts (same as above).

Table 3. Rationale for Vocabulary Introduced in Building with Sounds and Symbols

	LEVEL						
	1	2	3	4	5	6	7
Vocabulary Theme	People	Feelings	Pets	Activities	Places	Party	Presents
Rationale	Some people words are functional sight words (e.g., girl, boy); others are useful for social exchange (e.g., friend).	Feeling words assist the student in self-expression and promote self-determination.	Pets are motivational to children and a common experience for many.	Activity words may be useful in planning a calendar, or a schedule, or for choices of outside activities.	Vocabulary related to places may be used for field trips or during community instruction.	Party words can help students communicate about a social event; this is a common experience for many children.	Gift giving is a common experience for many children and can be a motivational topic.

Lesson Themes

The lessons are focused on stories about Moe in the easel book “All About Moe.” Moe the frog puppet presents some of the text in the lessons. Moe is used to motivate the children, teach syllabication, and teach students to segment words into sounds and blend sounds into words. In Levels 1 to 4, Moe has a mysterious problem: He is unable to say words the fast way, but instead says words very slowly by stretching the sounds out (e.g., /mmm/ /uuu/ /d/ for *mud*). The children are engaged in helping Moe as he practices saying the words. At the end of each lesson, students work on writing a book about themselves (“My Book About Me”). Note that lessons for Level A focus on a story about apple pie (“Oh My, Apple Pie!”).

Starting Point for Building with Sounds and Symbols

Begin all students at Level 1, Lesson 1, and advance from there. If students have any picture recognition, teaching should begin with

Level 1. If students do not have picture recognition or awareness of books, begin with optional Level A. At this level, students learn to recognize a book and to use objects to show meaning for a story. The objects are then paired with pictures to build picture awareness. (For more early literacy opportunities and stories for students at this level, *Pathways to Literacy* [Lee, Mims, & Browder, 2011] has been created.)

Preparing to Teach the Lessons

Each lesson includes a list of materials needed. Gather materials in preparation of the lesson. Also, to prepare to teach the lessons, it is important to read and practice the script in advance. Some parts of the lesson will require a preplanning decision. For example, will the student respond using a verbal response or by pointing to the answers? Will the student’s response options need to be put on a Plexiglas® board for an eye-gaze response? Will an augmentative or alternative communication (AAC) device be used and need to be preprogrammed? Prepare for these adaptations before teaching the lesson.

Teaching the Lesson

Each lesson includes a lesson opening (an anticipatory set) that you can use to engage the students. Lessons then consist of activities that implement the objectives for that level. Tips for teaching the lesson are included at the beginning of each lesson and within the objective activities. Each activity includes instructions for the activity and suggestions for assisting the students via prompting and correction. Even though the objectives are described on separate pages, they are taught one after another within the lesson. For all lessons, the direct instruction method of model, lead, and test is embedded within the lesson framework.

Objectives 1 and 2. For Objective 1 activities, a constant time-delay procedure is suggested as a way to support errorless learning and as a way to teach sight words. In Round 1, students are asked to point to a sight word as you also point to the sight word. This is considered 0-second time delay. (The time in seconds relates to the amount of time between your direction and your prompt.) On the second round—Round 2—students are given up to 5 seconds to respond, a 5-second time delay. If the student does not initiate a response within 5 seconds, you prompt him or her by pointing to the correct answer.

A 5-second wait time is recommended. This means to give the student up to 5 seconds to initiate a response before prompting the correct answer. (The time delay can be adjusted per student since some students with physical disabilities may need more time to respond, and other students may need less time.)

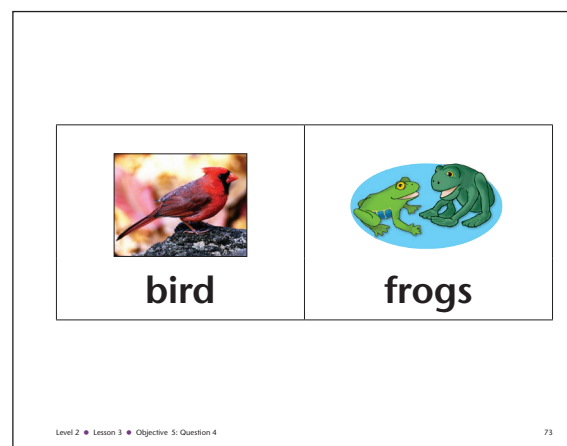
For both rounds, do your best to block errors by quickly redirecting the student's hand to the correct answer. Rather than pointing out the error, point out the correct response. In the event you would want to provide extra practice activities for students, the sight words are included in Appendix C and are included on Disc 1 for convenient printing. The software and app also provide

practice. For Objective 2, the least intrusive prompt is used. See page 38 for an explanation.

Objective 3. For Objective 3, students are asked to point to text as you read it. In early levels, students need to just point left to right. However, the difficulty of this objective increases when lines of text are added so students are also pointing top to bottom. By Level 4, students are asked to point word-by-word as you read the text. It is important to have students pace their pointing to your reading speed, rather than you pacing your reading to their pointing speed.

Objective 4. In Objective 4, the story is read to the students. While reading a second time, students are asked to choose a word that completes a repeated story line. You cover the word using the Post-it notes provided so the student can anticipate it. In early levels, the repeated word is highlighted in yellow so the student will find its match. In later levels, the highlighting is removed.

Objective 5. In Objective 5, story comprehension is supported by asking the comprehension question immediately after the sentence with the answer is read to the student. Students are given options for responding (using the Student Response Books).



Objective 6. Objective 6 relies on students' ability to detect syllableness, a phonological awareness skill that precedes phonemic awareness. Although the lesson activities suggest having students clap out the parts in words, any movement the student is able to make—including tapping, blinking, moving his or her wheelchair—can be used to indicate the number of parts in words.

Objectives 7–12. For phonemic awareness activities—Objectives 7, 8, 9, 10, 11, and 12—the emphasis is on the sound a letter makes, rather than on the letter name. When a letter appears within virgules (/ /), make the sound the letter makes, rather than saying the letter name. In this resource, multiple letters within the virgules (e.g., /sss/) mean to stretch the sound out, not to say the sound multiple times. For some sounds (e.g., /g, k, b, i, u, p, h, t, d/), it is not possible or is more difficult to stretch the sound out. For these sounds, you will simply say the sound, being careful to not add a vowel sound, such as /guh/ for the letter g.

Note that because this is an early literacy curriculum, only 13 letters are introduced and only 4 of them are vowels—and these are short vowels. The consonant sounds are presented in a format recognized by the International Phonetic Alphabet, and therefore the letter c is referred to using the IPA notation of /k/. However, because there are only 4 vowel sounds and they are all short (a, i, o, u), the International Phonetic Alphabet (IPA) has not been used to signify them.

Objectives 13 and 14

Objective 13 presents a new vocabulary word for students to learn (and sometimes reviews the prior lesson's vocabulary). The vocabulary word is presented on different forms (e.g., a real-life photo or a drawn illustration) to help students generalize the word. Objective 14 requires the students to use the new vocabulary word to create a page for their "My Book About Me" books. The pages for these books can be duplicated from Appendix D or printed

from Disc 1. Note that lessons for Level A focus on a story about apple pie ("Oh My, Apple Pie!").

Adapting Materials

The ELSB curriculum can be delivered using any response mode that can be conceived of by modifying the materials presentation. A Student Response Book is provided for every level. The Student Response Book provides students with response options and allows students to point to, eye-gaze to, or reach for responses.

For students who are unable to point to choices in the Student Response Books, the pages can be printed from Disc 1, laminated, and cut apart for other types of responding. The response options can be posted on Plexiglas® for students who eye-gaze to respond or the response options can be made into laminated cards for students who need to grasp an option as a response. The response options can also be enlarged or presented with a contrasting background for students who have visual challenges. (See the training DVD for more ideas on adapting materials.) In addition, AAC devices can be used to augment communication. For all adaptations, it is appropriate to modify the directions in the script (e.g., changing **Point to** to **Give me** or **Look at**) to be consistent with the modifications made.



Lesson Repetition and Moving on to the Next Lesson

Providing repeated opportunities is an essential part of instruction for students with significant disabilities. Lessons should be repeated for as many days as needed for students to begin making independent responses. Some teachers find it helpful to follow a pattern for lesson repetition, for example, devoting 2, 4, or 10 days to a lesson before moving on to the next lesson. Note that mastery of a lesson is not required to advance to the next lesson because the content will repeat in subsequent lessons within a level. Repeating lessons within a level has been found to be helpful for many students to begin to respond independently.

Assessing Progress/Moving On to the Next Level

Each level of the Building with Sounds and Symbols component is accompanied by an assessment that can be used to determine mastery of skills for a level before proceeding to the next level. It is especially important to assess student progress on each level to see if ELSB is promoting learning for the individual students with whom it is used. Determine a mastery level for each student individually; a minimum of 75% mastery may be adequate for some students, but a minimum of 90% is recommended for most students.

Once the student has proceeded through Lesson 5 of a level, administer the corresponding assessment to the student individually to determine if the student is ready to progress to the next level. Specific instructions for administering each item of the assessment appear opposite the response page for the student in the Assessment Manual.

Prepare for administering the assessment by prereading the directions. Prepare an Assessment Recording Form (included in Appendix E and printable from Disc 1) for the student. Gather additional materials if required.

Students with moderate-to-severe disabilities often have individualized modes of responding such as pointing, grasping materials, or eye-gazing to responses. Make certain the student has at least one consistent mode of responding for both the curriculum instruction and the assessment of skills. The assessment can be delivered using any response mode that can be conceived of by modifying the materials presentation. However, it is important that the instructional and assessment response modes are the same. The assessment materials can be enlarged, laminated, and attached to eye-gaze boards using Velcro®. AAC devices can be used for voice output. If using a device, preprogram it in preparation of the assessment. It is appropriate to modify the directions in the script (e.g., changing **Point to** to **Give me** or **Look at**) to be consistent with the modifications made.

After administering the level assessment, total the number of items that were performed independently and correctly for each objective and write the totals on the first page of the Assessment Recording Form. Add the total for each objective for a total level test score. Divide the number of items correct by the total number of items in the mastery test, and then multiply by 100 to get a percent of independently correct items for the level.

It is recommended that mastery for the level be set at a minimum of 75% correct responses, but the percentage can be revised depending on a student's needs. If a student reaches the preset level of mastery, it is appropriate to move the student to the next level of ELSB.

If a student does not reach the predetermined level of mastery, there are five options for proceeding:

1. Repeat the lessons in the level and re-administer the assessment.
It is not unusual for a student to repeat a level several times.
2. Repeat the level at a faster pace, reviewing all of the objectives at that level. Then, re-administer the assessment for that level.

3. Repeat the activities just for selected objectives for which the student had difficulty. Then re-administer the assessment for the selected objectives at that level. You can easily calculate the percent correct for each objective. The Assessment Summary on the Assessment Recording Form provides the number of items per objective. Divide the number of items correct by the total number of items for the objective, and then multiply by 100 to get a percent correct per objective.
4. Have the student continue on to the next level with the possibility that the student will pick up the skills. Many of the skills spiral through the curriculum and are addressed again in upper levels.
5. Have the student continue on to the next level, addressing the unmastered objective(s) with extra instruction at other times in the day.

Problem Solving for Slow Rate of Progress

Students will progress through the curriculum at different rates. All students will progress at some rate, given a combination of effective instructional practices. If a student finds difficulty with a particular objective repeatedly, consider the following suggestions:

1. First, re-examine the student's response mode. Consider whether the student has a consistent, observable response mode. It may be necessary to strengthen the student's response system before continuing on with the curriculum. Given that the curriculum and assessment can be delivered using any response mode with adaptation of the materials, consider using an alternate mode of response. For example, a student who has autism may have a tendency to imitate your hand movements, so a pointing response might not be the best option. This student may respond better by removing (pulling off) a response attached to the student pages with Velcro® and then handing it to you.

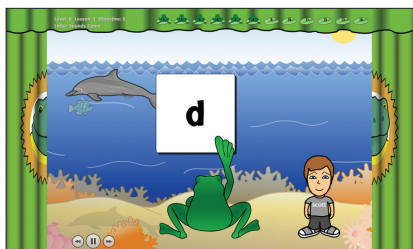
2. Consider increasing the number of days a lesson is repeated before moving to the next lesson. A lesson may be repeated as often as necessary.
3. Decrease the wait time of 5 seconds to 4 seconds before prompting when using the time-delay procedure.
4. Do not let students practice errors. Rather than pointing out errors, point out the correct response. As mentioned earlier, these instructional methods have been examined scientifically and found to be highly successful with students who have significant developmental disabilities.

Monitoring Group Performance

Monitoring individual student performance is imperative, but summarizing group performance is also helpful. A Classroom Summary Form is provided in Appendix F for summarizing group performance. After testing students individually, transfer their assessment information and scores to the Classroom Summary Form. Percentages for individual objectives can also be calculated. Analyzing scores for your group will help you decide if the group can remain intact or whether division of the group is warranted.

Using the ELSB Software and iPad App

As mentioned earlier, ELSB is a blended curriculum. That means you can integrate electronic instruction with instruction using the print materials. The ELSB software and iPad app automate the systematic instruction given in the print version for the Building with Sounds and Symbols component. (Note that from this point forward, the term *software* refers to both the computer program and the iPad app.)



The benefits of using the ELSB software are that:

- The ELSB software follows the same scripts, teaching procedures, and content of the print, and therefore, it is easy for a paraprofessional to assist with instruction using the software.
- The software stores detailed records of the student's daily work. Student responses and the amount of time spent on each objective are always accessible to you as the teacher and can indicate improvements in a student's responses over time.
- The software (not the iPad app) has a small-group feature that allows two or more students to work through a lesson together by taking turns responding. Each student has an avatar that represents him or her and indicates whose turn it is.
- Specific objectives can be practiced individually so when a student needs individualized opportunities to master an objective in order to move on to the next level, the software can provide that practice opportunity.
- Some students enjoy the software over the print materials, so the software can be a motivating force for some students.
- The software program can be projected onto an interactive whiteboard for full group viewing. This allows for incidental learning by students waiting for their turn.
- For some teachers and students, the software can provide variety in instruction. Not all students benefit from use of the software all of the time and not all students benefit from instruction using the print materials all of the time.
- Students can listen to the "All About Moe" stories being read to them. They can listen multiple times and can choose which story they want to hear.
- Teachers can easily print the pages from "My Book About Me" from the software. Students can also listen to their own "My Book About Me" book being read to them in the software.

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Scope and Sequence: Level 1

OBJECTIVE	ACTIVITY	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
1. Read sight words using time-delay instruction	Flashcard Game	boy, friend	boy, friend	girl, boy, friend	girl, boy, friend	girl, boy, friend
2. Point to sight words to complete sentences	Flashcard Game	Moe is a <u>boy</u> frog. Moe is your <u>friend</u> .	The <u>boy</u> likes to read. I have a new <u>friend</u> .	My sister is a <u>girl</u> . The <u>boy</u> eats pizza. My <u>friend</u> lives next door.	The <u>girl</u> is tall. Leonard is a <u>boy</u> . My dog is my <u>friend</u> .	Sally is a <u>girl</u> . The <u>boy</u> has brown hair. My <u>friend</u> is nice.
3. Point to text as it is read	Pointing to Words	Read "Hello, Moe." Students point to text in line 1.	Read "Hello, Moe." Students point to text in line 4.	Read "Moe Likes to Sing." Students point to text in lines 1–2.	Read "Moe Likes to Sing." Students point to text in lines 6–7.	Read "Hello, Moe" and "Moe Likes to Sing." Students point to text in lines 10–11 of "Moe Likes to Sing."
4. Say and/or point to a word to complete a repeated story line	Hidden Words	Repeated word: friend	Repeated word: jump	Repeated word: frog	Repeated word: sing	Repeated word: Moe

(Continued on next page)

Scope and Sequence: Level 1 *(continued)*

OBJECTIVE	ACTIVITY	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
5. Respond to literal questions about a story	Answering Questions	<p>“Hello Moe”</p> <p>Line 1: What is Moe?</p> <p>Line 4: What can Moe do?</p> <p>Line 5: What can Moe jump over?</p> <p>Line 8: What can Moe jump under?</p>	<p>“Hello Moe”</p> <p>Line 1: Is Moe a turtle or a frog?</p> <p>Line 3: Who is Moe?</p> <p>Line 4: What can Moe do?</p> <p>Line 5: What can Moe jump over?</p>	<p>“Moe Likes to Sing”</p> <p>Line 4: Moe likes boys. Who else does Moe like? Line 6: What can Moe do?</p> <p>Line 9: What is his name?</p> <p>Line 11: What can Moe say?</p>	<p>“Moe Likes to Sing”</p> <p>Line 1: What color is Moe?</p> <p>Line 4: Moe likes boys. Who else does he like?</p> <p>Line 6: What can Moe do?</p> <p>Line 8: Is Moe a big frog or a little frog?</p>	<p>“Hello Moe”</p> <p>Line 4: What can Moe do?</p> <p>Line 6: What can Moe jump under?</p> <p>“Moe Likes to Sing”</p> <p>Line 6: Moe can jump. What else can Moe do?</p> <p>Line 11: What can Moe say?</p>
6. Demonstrate understanding of syllable segmentation by clapping out syllables in words	Chunking Words					
7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words	Tapping Out Sounds					
8. Identify letter-sound correspondences	Letter Sounds Game	/m/, 1 distractor	/m/, 1 distractor	/m/, 1 distractor	/m/, 1 distractor	/m/, 1 distractor

(Continued on next page)

Scope and Sequence: Level 1 *(continued)*

OBJECTIVE	ACTIVITY	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
9. Point to and/or say the first/last sounds in words	First/Last Sound Game					
10. Identify pictures that begin/end with given sounds	Finding Pictures with Special Sounds					
11. Point to letter sounds in words	Stretching Words					
12. Blend sounds to identify pictures	Finding Pictures					
13. Point to pictures/words representing new vocabulary	The New Word Game			boy	girl boy	friend
14. Use new vocabulary words and personal information to create a story	Fun with Writing		Introduce "My Book About Me."	My name is ____.	I am a (<u>boy/girl</u>).	The name of my friend is ____.

Building with Stories Lesson Plan

Title of book: _____

Author/Illustrator: _____

Materials needed: _____

Target vocabulary word(s): _____

Found on pages: _____

1 Anticipatory set: _____

2 Prediction question: _____

Response options for responding to prediction question:

3 Text-pointing page: _____

4 Repeated story line: _____

Add to pages: _____

5 Comprehension questions:

PAGE #	Level of Question		QUESTION	RESPONSE OPTIONS
	LITERAL	INFERENTIAL		

6 Preprogram AAC devices and prepare communication pages for: _____

7 Prepare response cards: _____

8 Other specific plans to involve students or teach strategies: _____

Sight Word Flashcards

are

birthday

book

boy

cake

clothes

does

friend

game

girl

give

green

My Book About Me

My name is

I am a



Assessment Recording Form: Level 1

Student name _____

School _____

Examiner _____

Student mode of response ☐ points ☐ eye-gazes ☐ other

Assessment Summary

Objective	# of items	Date	Test 1	Test 2	Test 3	Test 4
Objective 1	3					
Objective 2	6					
Objective 3	5					
Objective 4 (without picture representation)	8					
Objective 4 (with picture representation)	4					
Objective 5	6					
Objective 8	3					
Objective 13	3					
		Total Correct				
		Total Possible	38	38	38	38
		Percent Correct				

Assessment Items

Objective 1: Read sight words using time-delay instruction. Place a check in the appropriate column for each word read correctly and independently. Score one point for each check. The demonstration item is not scored. Add the points and record the total score. Transfer this score to the Assessment Summary.

		Test 1	Test 2	Test 3	Test 4
Date					
Demonstration	Moe				
Item 1	boy				
Item 2	friend				
Item 3	girl				
Total					

Objective 2: Point to sight words to complete sentences. Place a check in the appropriate column for each word read correctly and independently. Score one point for each check. The demonstration item is not scored. Add the points and record the total score. Transfer this score to the Assessment Summary.

		Test 1	Test 2	Test 3	Test 4
Date					
Demonstration	green				
Item 4	boy				
Item 5	boy				
Item 6	friend				
Item 7	friend				
Item 8	girl				
Item 9	girl				
Total					

Objective 3: Point to text as it is read. Place a check in the appropriate column for each sentence pointed to completely and independently in a left-to-right, top-to-bottom fashion. Score one point for each check. The demonstration item is not scored. Add the points and record the total score. Transfer this score to the Assessment Summary.

	Date	Test 1	Test 2	Test 3	Test 4
Demonstration	Molly is a happy frog.				
Item 10	Moe is a green frog.				
Item 11	Moe can jump.				
Item 12	Moe is a green frog. Moe is a boy frog.				
Item 13	Moe can sing. Moe can sing.				
Item 14	I am at school, and I can say, "Ribbit, ribbit, ribbit!"				
Total					

Objective 4: Say and/or point to a word to complete a repeated story line (without picture representation). Place a check in the S column for each item said verbally (or via AAC device) and another check in the P column if the word is pointed to. Score one point for each item said and one point for each item pointed to. The demonstration item is not scored. Add the points and record the total score. Transfer this score to the Assessment Summary.

	Date	Test 1	Test 2	Test 3	Test 4
Demonstration	Moe is a green frog.				
Item 15	Moe is your friend.				
Item 16	He can jump under a table.				
Item 17	Moe is a boy frog.				
Item 18	Moe can sing.				
Subtotal					
Total					

Objective 4: Say and/or point to a word to complete a repeated story line (with picture representation). Place a check in the appropriate column for each sentence pointed to completely and independently. Score one point for each check. The demonstration item is not scored. Add the points and record the total score. Transfer this score to the Assessment Summary.

	Date	Test 1	Test 2	Test 3	Test 4
Demonstration	Moe is a green frog.				
Item 19	Moe is your friend.				
Item 20	He can jump under a table.				
Item 21	Moe is a boy frog.				
Item 22	Moe can sing.				
Total					

Objective 5: Respond to literal questions about a story. Place a check in the appropriate column for each correct response. Score one point for each check. Add the points and record the total score. Transfer this score to the Assessment Summary.

	Date	Test 1	Test 2	Test 3	Test 4
Item 23	"Hello Moe" What is Moe? (Line 1)				
Item 24	Who is Moe? (Line 3)				
Item 25	What can Moe do? (Line 4)				
Item 26	"Moe Likes to Sing" Moe likes boys. Who else does Moe like? (Line 4)				
Item 27	What can Moe do? (Line 6)				
Item 28	What can Moe say? (Line 11)				
Total					

Classroom Summary Form: Level 1

Date _____ Examiner _____

Students' Names _____ Mode of Response _____

		STUDENTS' NAMES				
	Possible # correct per objective					
Objective 1	3					
Objective 2	6					
Objective 3	5					
Objective 4 (no pic)	8					
Objective 4 (with pic)	4					
Objective 5	6					
Objective 8	3					
Objective 13	3					
Total Correct						
Total Possible	38	38	38	38	38	38
Percent Correct						

Classroom Summary Form: Level 2

Date _____ Examiner _____

Students' Names _____ Mode of Response _____

_____	_____
_____	_____
_____	_____
_____	_____

		STUDENTS' NAMES				
	Possible # correct per objective					
Objective 1	3					
Objective 2	6					
Objective 3	5					
Objective 4 (no pic)	10					
Objective 4 (with pic)	5					
Objective 5	6					
Objective 6	5					
Objective 8	3					
Objective 9	7					
Objective 10	6					
Objective 13	5					
Total Correct						
Total Possible	61	61	61	61	61	61
Percent Correct						

Story-Building Lesson Quick Reference Guide

COMPONENT	HOW MANY STUDENTS	SUGGESTIONS
1. Engage students with the anticipatory set.	All	Kids love props! Have all students interact with the object or activity you choose.
2. Read the title and give students the opportunity to point to/say the title.	All (If you have a large group, combine with step 3 and give all students a chance to do one or the other.)	
3. Read author's/illustrator's names and give the opportunity to point to/say the name.	All (See above.)	
4. Model (if necessary) opening the book and give a student the opportunity to do so.	One	Give a student the opportunity first without being told (e.g., "What do we need to do to get the story started?"), then prompt if necessary.
5. Ask a prediction question and give each student an opportunity to answer.	All	Show cover of book and pictures inside; all answers count. Use pictures for choices if needed.
6. Point to text while reading aloud and give each student an opportunity to point to text.	All	Choose a line for each student. Let him or her attempt first before you help.
7. Read the repeated story line and have students say it.	All	Pause before reading to let the students say the entire line (or the last word of the line), either verbally or with an AAC device.
8. Teach new vocabulary words and give each student an opportunity to point to the word in text.	All	Choose one vocabulary word. Have students try to find the word in the text.
9. Give students an opportunity to anticipate page turning and to turn the page.	All	If a student can't turn the page, preprogram an AAC device to say, "Turn the page," or ask, "What do we need to do to keep the story going?"
10. Ask comprehension questions during and after story reading and give each student an opportunity to answer a question.	All	Ask one question of each student (use picture synonyms for responses if required).
11. Review new vocabulary.	All	Have students take turns identifying the vocabulary from various images and text versions of it to encourage generalization.

AAC Overlays

My name is
_____.

I am a girl.

I am a boy.

**The name of
my friend is**
_____.

**makes me
happy.**

**makes me
sad.**

**makes me
mad.**

**makes me
scared.**

**I think
apple pie is**

_____.

I love my

_____.



Good morning, Moe



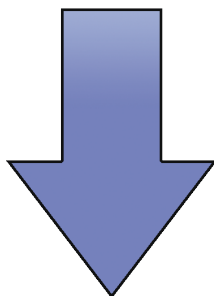
Hello, Moe



friend



sing



down



crown



today



sings



pet store



dog