

Alphabet Instruction: Letter and word identification

March 10, 2016

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angelman
syndrome
foundation

COMMUNICATION TRAINING SERIES

Today's Webinar

- * Describe alphabet instruction and word identification strategies to support your student's emergent reading skills
- * Introduce developmental scales to inform instruction and assessment
- * Create motivating, meaningful opportunities for students to deepen their letter and word knowledge

Today's webinar in the 5 STEPS

<i>Targets</i>	Letter and word identification
<i>Teaching</i>	Alphabet knowledge and sight word instruction
<i>Tools</i>	The symbol set of the alphabet An “alternative pencil”
<i>Testing</i>	Authentic assessment: portfolios, observation, developmental scales
<i>Team</i>	Free resources: books, websites

Typical targets: letter and word ID

- * Student will correctly identify the target letter on command in 4/5 trials
- * Student will correctly identify the target survival sight words with 80% accuracy over ten trials

How it goes wrong

- * Student will correctly identify the target letter from a field of two with 50% accuracy.
- * Student will correctly match the target word with a target photo (from a field of three) six out of ten times over ten trials with hand over hand assistance.

How it goes wrong

- * **Q.1:** Does the student have print awareness?
Does the student know that print carries meaning?
- * **Q.2:** Does the student know that print represents the words we speak?
- * **Q.3:** Does the student know that letters are different from shapes, numbers, emoticons, and punctuation?
- * **Q.4:** Does the student know that specific letters are associated with specific sounds? That letters have names? That letters can be combined and re-combined to form words?

How it goes wrong

Parents perceived literacy instruction
- such as letter identification and automatic
sight word recognition -
as distracting the school team from the higher
priorities of communication, independence,
and social interaction skills.

Leyser and Kirk, 2011

Key Emergent Literacy Concepts

- Concept of letter
- Letters are linked to sounds
- Letters are used to make words
- Realization that there is an entire alphabet
- Letters are used for a purpose
- Letters can be read
- The alphabet can be used to express thoughts
- Letter names & sounds

Slide from Dr. Gretchen Hanser

The Alphabetic Principle

- Emergent readers & writers need to learn the alphabetic principle
 - Letters are linked to specific sounds.
 - Words can be segmented into individual sounds.
- Variety of activities lead to these understandings
 - Letter knowledge
 - Sound awareness
- Letter names & sounds should be taught in parallel.

Slide from Dr. Gretchen Hanser

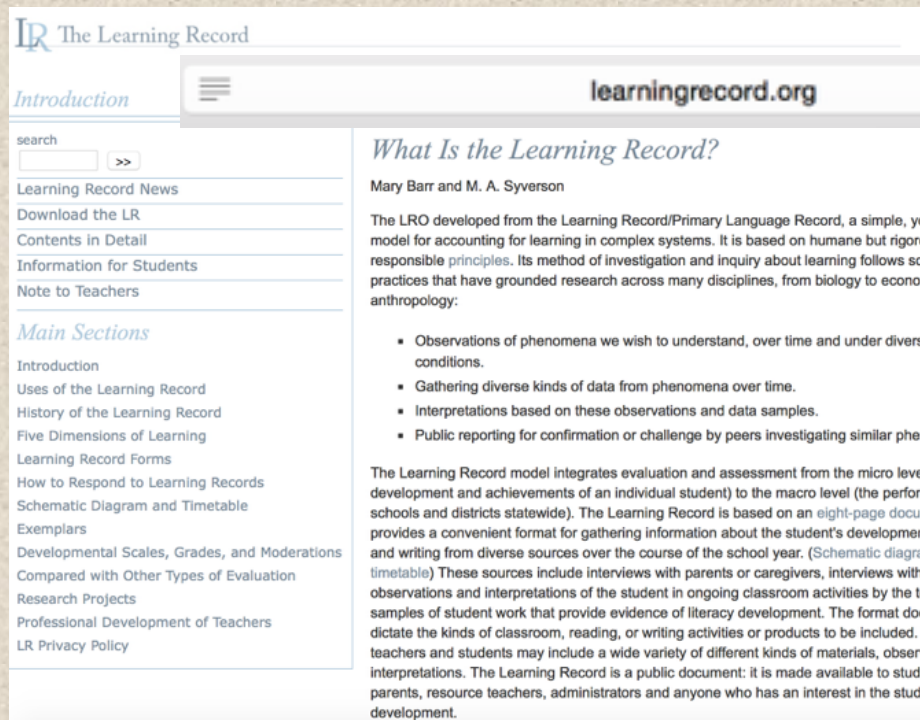
How do we teach this?

- * **Experience:**
Increase the student's exposure to text and print
- * **Personally meaningful:**
Associate letters/words with what the student knows and cares about
- * **Repetition with variation:**
Embed letter experiences across the school day and home
- * **Opportunity:**
Daily opportunities to explore the alphabet for personally meaningful purposes.
- * **Multi-sensory:** Touch, jump, go, do!

How do we assess this?

- * **Authentic and contextual:** Using words and letters for real purposes: important-to-me words and letters
- * **Dynamic:** What does the student do in activities *with* us?
- * **Observational:** Document the observable literacy behaviours the student demonstrates in these activities
- * **Portfolio:** Collect artefacts over time and between contexts
- * **Analytical:** Examine the artefacts for what our student is demonstrating according to developmental scales

Portfolio assessment analyzed with developmental scales



The screenshot shows the homepage of the Learning Record website. The header includes the logo "LR The Learning Record" and the URL "learningrecord.org". A navigation menu on the left lists sections like "Introduction", "Main Sections", and "Learning Record News". The main content area features the title "What Is the Learning Record?" by Mary Barr and M. A. Syverson. The text describes the LRO as a model for accounting for learning in complex systems, based on humane but rigorous principles. It mentions that its method of investigation and inquiry about learning follows sound practices grounded in research across many disciplines. A bulleted list highlights four key aspects: observations of phenomena over time, gathering diverse data, interpretations based on observations and data samples, and public reporting for confirmation or challenge. The text concludes by stating that the Learning Record model integrates evaluation and assessment from the micro level (individual student) to the macro level (performance across schools and districts), based on an eight-page document that provides a format for gathering information about student development and writing from diverse sources over the course of the school year. It lists various sources of information, including interviews with parents, teachers, and students, as well as classroom activities and student work samples. The document is described as a public document made available to students, parents, resource teachers, administrators, and anyone interested in student development.

LR The Learning Record

learningrecord.org

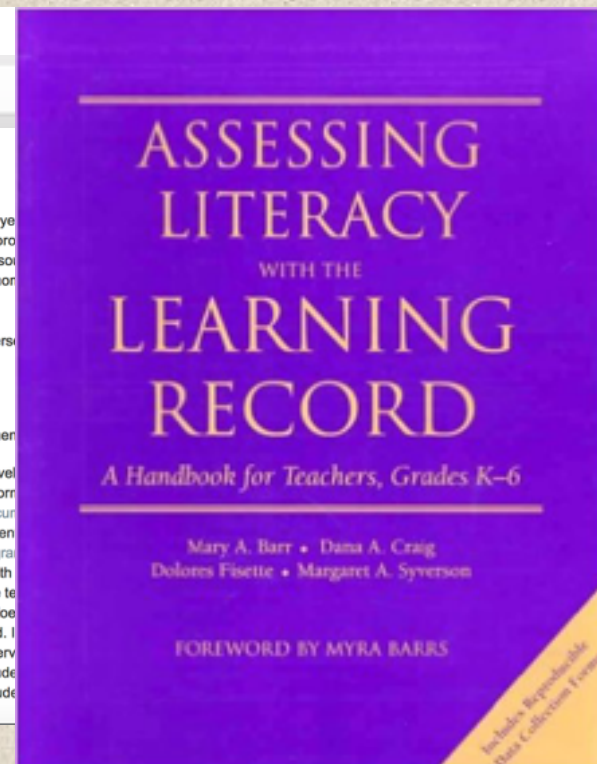
What Is the Learning Record?

Mary Barr and M. A. Syverson

The LRO developed from the Learning Record/Primary Language Record, a simple, yet rigorous model for accounting for learning in complex systems. It is based on humane but rigorous principles. Its method of investigation and inquiry about learning follows sound practices that have grounded research across many disciplines, from biology to economic anthropology:

- Observations of phenomena we wish to understand, over time and under diverse conditions.
- Gathering diverse kinds of data from phenomena over time.
- Interpretations based on these observations and data samples.
- Public reporting for confirmation or challenge by peers investigating similar phenomena.

The Learning Record model integrates evaluation and assessment from the micro level (development and achievements of an individual student) to the macro level (the performance of schools and districts statewide). The Learning Record is based on an eight-page document that provides a convenient format for gathering information about the student's development and writing from diverse sources over the course of the school year. (Schematic diagram of the Learning Record timetable) These sources include interviews with parents or caregivers, interviews with teachers and interpretations of the student in ongoing classroom activities by the teacher, samples of student work that provide evidence of literacy development. The format does not dictate the kinds of classroom, reading, or writing activities or products to be included. Instead, teachers and students may include a wide variety of different kinds of materials, observations, and interpretations. The Learning Record is a public document: it is made available to students, parents, resource teachers, administrators and anyone who has an interest in the student's development.



Portfolio assessment analyzed with developmental scales

med.unc.edu

Center for Literacy and Disability Studies

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Resources • Early Childhood Resources • The Bridge Assessment

RESOURCES

- Adolescent Language & Literacy
- Articles
- Deaf-Blind Model Classroom Resources
- Early Childhood Resources
- The Bridge Assessment**
- Family Support
- Handouts from Presentations
- PowerPoint Presentations
- Tactile Symbols for OWL Books

The Bridge Assessment

The Bridge is an early literacy and language assessment framework based on observation and portfolio development/analysis. Several documents including an experimental version of the Bridge Assessment Tool can be downloaded by clicking on the files below.

 Please note: some items require the Adobe Acrobat PDF Reader, which can be downloaded for free from the Adobe web site.

- [Experimental version of The Bridge protocol](#)
- [A guide to administering The Bridge](#)
- [Power Point presentation for training preschool teachers in the use of the Bridge](#)
- [A list of action verbs that can focus early literacy observations](#)
- [Power Point presentation on book/writing adaptations](#)

The Bridge: An Authentic Literacy Assessment Strategy for Individualizing and Informing Practice With Young Children With Disabilities

"Brown Bear, Brown Bear, what do you see?" starts the 10- and 4-year-olds gathered for the emergent reading story time. It is Wednesday and the book has been read at least once each day this week. Today, the children confidently joined in on the repetitive phrase. Mary, a 4-year-old with autism, did not initially participate when the other children chanted in, soon when cued by the teacher's pause and smiling gaze. Mary instead hid behind her head in time with the repetitive phrase, a response captured by Helen, a classroom assistant. Helen has sticky labels for notes and pins in hand to document and record emergent literacy adventures of all the children.

Later that day, during the children's art time, Helen and Roberto noticed the day's notes and events to better shape their plans for the next day. Helen asked Roberto, the classroom teacher, "Did you see Mary as you read today? Mary was holding her head in rhythm with the repetitive line from Brown Bear Brown Bear? I was not sure at first, she really was doing it, but I watched each time the line was chanted by the children, and the early was holding in rhythm."

"That would be a nice step forward in her phonological awareness," said Roberto. "Helen, tomorrow sit with Mary and when we read Brown Bear again, gently take her hands in yours and put them on her legs in rhythm with the repeated line, let's try that the next several times we read the book and see what happens. Also, pay attention during circle time when we greet the children by clapping the syllables in their names. See if Mary is holding with the syllables as the other children clap. Maybe she's been showing us in her way that she knows the rhythms in language, let's get her literacy portfolio and make sure we document that!" Roberto noticed Mary's literacy portfolio, turned to the section on phonological phenomena, awareness and placed Helen's note in the file "Mary hid behind her head in rhythm each time that the repetitive phrase

"You know, Helen, according to the Bridge Rating Scale, the next skill Mary should exhibit will be naming or identifying sounds in the environment." Roberto thought about Mary's limited language and realized she will probably not be naming sounds very soon. Roberto suggested to Helen, "Let's make every word, five pictures sound into game using her picture board and get Mary to play with her tomorrow. I've noticed Mary playing side by side with Mary at the sand table. Maybe with our support, they could play an observational listening game together." Roberto added, "Mary's mom will be so pleased to hear about what you see today. Make sure we pass on some suggestions for using repeated lines and listening games for home too, since Mary might be ready for plenty of sound and rhythm play."

"Maybe we could make a sound letter board for Mary to use with some sound books," suggested Helen.

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Duke University
Mark Edwards, PhD
Wake Forest University

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http://jcd.sagepub.com
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The Bridge developmental scales

Alphabet Knowledge

7. How does _____ interact with/use letters of the alphabet?

Explores and plays with alphabet materials	Knows that letters are different from pictures and shapes	Recognizes first letter in his/her name (says, writes, points to)	Recognizes other letters in own and/or others' names	Identifies specific letters in own or others' names	Identifies at least 10 letters
1	2	3	4	5	6

Phonological/Phonemic Awareness

8. How does _____ demonstrate phonological awareness?

Participates in familiar sound and word play, songs, finger plays through visual cues and imitation

Follows rhythmic beat of language and music

Identifies/names sounds in the environment

Repeats rhythmic patterns in poems and songs

Awareness that different words begin with the same sound

Identifies some initial letter sounds and/or makes some letter-sound matches

1

2

3

4

5

6

9. How does _____ demonstrate phonemic awareness?

Recognizes sounds of language by completing familiar rhymes

Plays with sounds of language by identifying and/or creating rhymes

Plays with sounds of language by substituting initial sounds and/or creating alliterative pairs

Can segment a sentence into words

Can segment and blend syllables (hap-py)

Can segment and blend onset rime (b-ug = bug; r-ug = rug)

1

2

3

4

5

6

Alphabet Knowledge

10. How does _____ interact with/use letters of the alphabet?

Explores and plays with alphabet materials	Enjoys alphabet materials of own favourite people, foods, items, activities	Knows that letters are different from pictures and shapes	Recognizes first letter in their name (says, writes, points to)	Associates specific letters with specific people or items	Recognizes other letters in their own and/or other's names	Identifies specific letters in their own or other names	Identifies at least 10 letters
1	2	3	4	5	6	7	8

Phonological/Phonemic Awareness

11. How does _____ demonstrate phonological awareness?

Alert to and curious about sounds in the environment	Enjoys music, songs, rhymes, or word play	Identifies/ names sounds in the environment	Follows rhythmic beat of language and music	Repeats rhythmic patterns in poems and songs	Participates in familiar sound and word play, songs, finger plays through visual cues & imitation	Awareness that different words begin with the same sound	Identifies some initial letter sounds and/or makes some letter-sound matches
1	2	3	4	5	6	7	8

12. How does _____ demonstrate phonemic awareness?

Enjoys listening to rhyming songs, wordplay and storybooks	Recognizes sounds of language by predicting familiar rhymes	Recognizes words that are the same from words that are different: "cat, cat, sat: which word is different?"	Identifies words that rhyme and words that don't	Can follow along while clapping, nodding or signifying the beats (syllables) in a word	Creates rhymes from a closed set or substitutes initial sounds to create rhymes	Creates alliterative pairs from a closed set	Can independently signify the beats in a word
1	2	3	4	5	6	7	8

DRAFT: Erin Sheldon, 2015

Angelman Syndrome: Communication, Educational and Related Considerations



Editor
Stephen N. Calculator

Bentham  Books

Comprehensive Literacy Instruction for Students with Angelman Syndrome

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Abstract: Most students with Angelman syndrome (AS) are at an emergent level of language and literacy development. Students with AS require the same comprehensive literacy instruction as their peers with typical development, but they need specific adaptations, supports, and opportunities in order to access that instruction. Comprehensive emergent literacy instruction engages students with AS in using symbolic language for authentic purposes: to comprehend and respond to the stories of others and to express their own ideas and individuality. This comprehensive instruction develops observable skills and understandings in the areas of vocabulary, reading comprehension, reading fluency, phonemic and phonetic awareness, and writing.

Keywords: AAC, Accommodations, Alternative assessment, Angelman syndrome, Complex communication needs, Comprehensive, Education, Emergent literacy, Fluency, Generative writing, Language, Literacy, Modifications, Phonemic awareness, Phonics, Portfolio assessment, Reading comprehension, Shared reading, Shared writing, Symbolic, Vocabulary, Writing.

INTRODUCTION

In chapter two, we described how the nature of the disabilities associated with Angelman Syndrome influences learning in the classroom. In this chapter, we explore how the nature of these disabilities specifically impacts literacy instruction. As this chapter explains, all students can grow in their emergent literacy understandings when provided access to personally meaningful opportunities to engage with print, language, and tools for writing and

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Interactive Alphabet **FUN!**

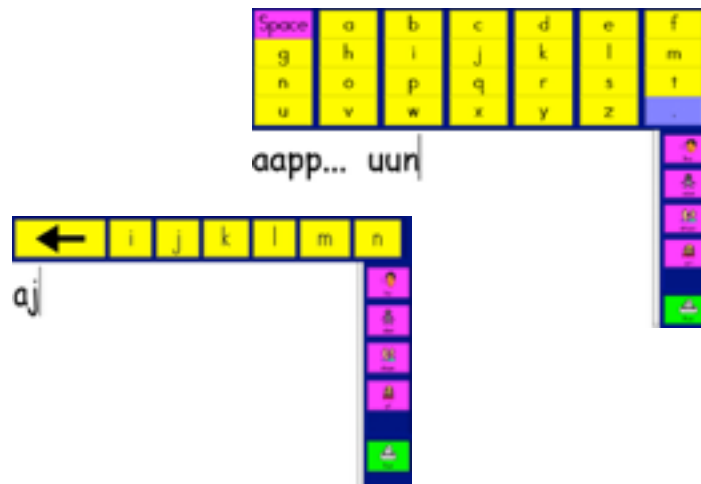
www.aacintervention.com

<http://spedapps2.wikispaces.com>

<http://aacgirls.blogspot.com>

Write with an Alternative Pencil!

Writing With Alternative Pencils CD, \$35, Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill



Qwerty AlphaBoard

!

q w e r t y u i o p

a s d f g h j k l

z x c v b n m . ?

Shift for Capital

space

I have
something
to say.

Let's take a
break

finished

more time

Oops, I made a
mistake.

help

I don't know

I don't
understand

That's not what
I'm saying.

please wait

more

I'm ready

I'm not ready

Have a guess



Print on letter paper in portrait mode.

Alphabet 36

a	b	c	d		
e	f	g	h		
i	j	k	l	m	n
o	p	q	r	s	t
u	v	w	x	y	z
I'll spell 	guess 	help! 	wait 	1st letter 	space 

Made with Boardmaker™ and the Picture Communication Symbols® 1993,
Mayer-Johnson Co. - P.O. Box 1573, Solvang, CA 94958 U.S.A. Phone (805) 683-0084.

Symbol Display by Musselwhite, 2003

Alphabetic AlphaBoard

Try to Avoid



From:
Pinterest AAC
& Literacy Quotes

Dr. Caroline Musselwhite

Letter of the Week Club???

“Today is brought to you by the letter ‘D’.”



“Hey, it’s D / duh week!!”

**Alphabet
Action Man!**





Alphabe
t
Man H F

Alphabet Action Man!

- In the handout!

Alphabet Action Man Game

Alphabet Action Man!

Lose the Drill & Kill - Make it FUN!!

WHAT AND WHY: Too often, students with significant disabilities are taught the alphabet through flip cards and other boring, inauthentic tasks. The Alphabet Action Man Game is a quick activity for making alphabet instruction fun and meaningful.

WHO IS THIS FOR: This game is great for students who are learning the alphabet, but needing to connect letters to meaning. It's also great for students who find it difficult to attend to lengthy instruction. The game offers a quick chance to engage with the alphabet while taking a 'movement break.'

HOW TO PLAY IT:

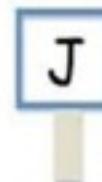
- 1) When the students are starting to get antsy, let one student pick a letter. Note – be sure to let students pick from the entire alphabet. Sample ways to pick are:

- a) Alternative pencils (ex: Alphabet Flipboard)
- b) *Magnetic ABCs* app
- c) Alphabet page on their AAC device / app
- d) *Word Wizard* app

Note: Don't spend long picking a letter – this should be quick!!

- 2) Have two people call out an action to go with the letter. For example, if the letter is J:

- a) Teacher calls out 'Jog'
- b) Para calls out 'Jive'
- c) One student quickly votes for jog
- d) All students 'jog' as leader holds up letter J (on popsicle stick) and chants "Let's jog, jog, jog for J"



REMEMBER! This should be quick and fun!
Play this for 2-3 minutes, several times a day

Scavenger Hunt Letter Books

- Student writes a letter using alternative pencil
- Co-constructs & conducts an interview social script
 - by Caroline Musselwhite & crew, 1999
 - Go to www.aacintervention.com for more social script info
- Takes photos, records results or takes an item
- Puts in book-tactual book, PowerPoint book

Team S and N!

Sadie has sandals with socks.



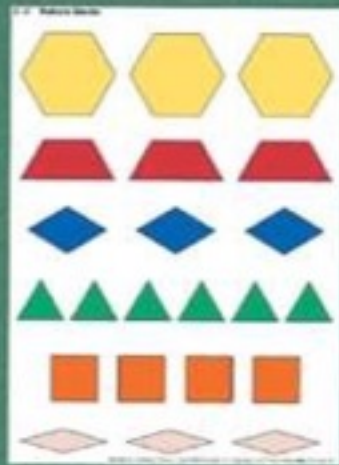
Silly Sadie!

Pictello
book

The
brain



is a
pattern
detector

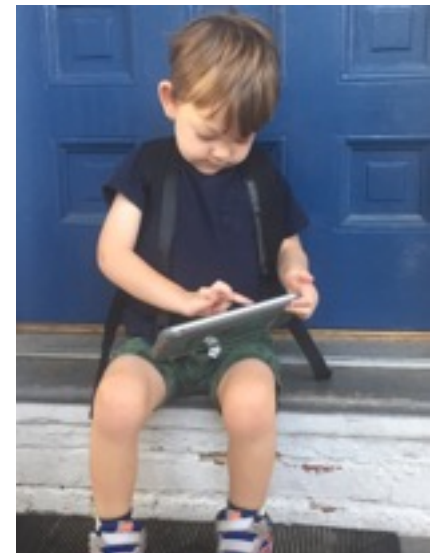


NOT
a rule
applier.



Team N

Nico has nifty New Balance.



Visualize **THIS!**



PA:
LETTER
Level

- Old **function**
- New **form**

Great for little kids . . . but not
age-respectful for older ones!

Phonics Songboard

Name Song



Place
student's
photo here



Name Song
Tune: BINGO Song

There was a girl with yellow hair,
and Katie was her name - Wheel!

K - A - T - I - E,

K - A - T - I - E,

K - A - T - I - E,

And Katie was her name, Wheel!

After first line, pull off letters,
showing the clap symbols.



PA:
LETTER
Level

Poetry
Power
CD

Your Child's Name!!!!

Finn

Owen

Sophia

Vrinda

Colin

Could You Do This With Little Ones???



Harper
Bingo

Name Song

clap	tap	stretch
spell	tell	cheer

Jessica

Name Song Directions

Say This	Do This
Clap your name	"Jess – i – ca" (clapping each syllable)
Tap your name	"Jess – i – ca" (show 3 names and tap target name)
Stretch it til it's long	"Jess – I – ca" (move hands apart, showing each syllable)
Spell your name	"J – E – S – S – I – C – A" (show name, with large print. Point to each letter, but PAUSE before saying it)
Tell your name	Have student sign, say, or use a device to say their name
Say it like a cheer	"Jessica, Jessica, Jessica!"



Vrinda
Name
Chant



Carly



Carly



Daddy



Ella



Ella and Erin



M is for Me.



H is for Harry.



Egypt

by Maggie



P is for pyramid.

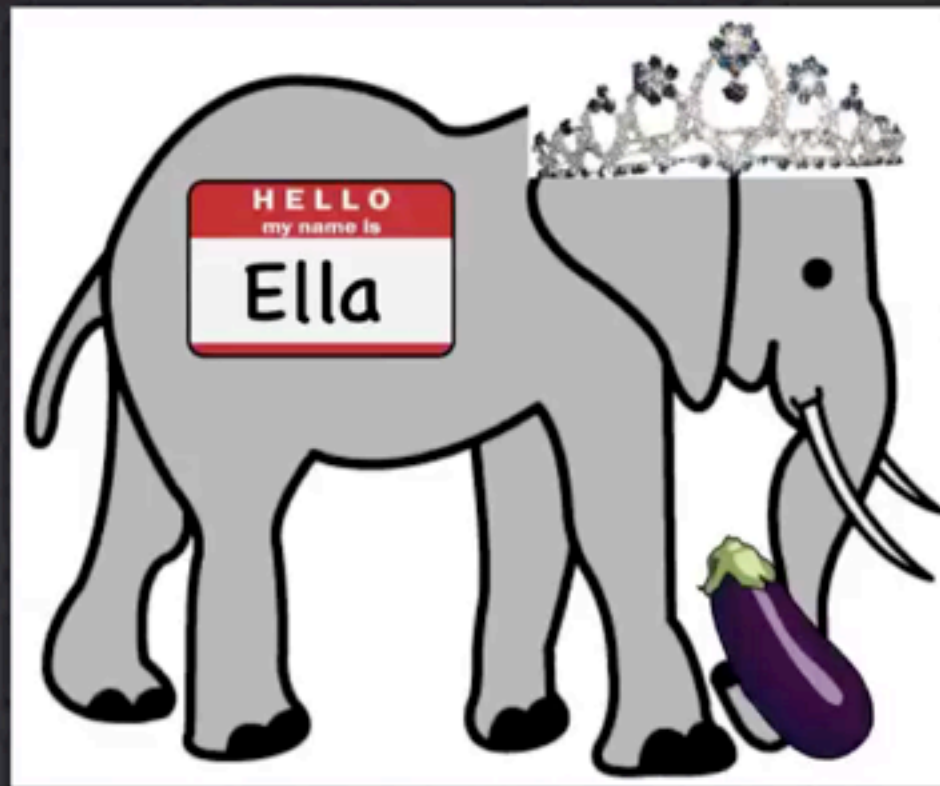


S is for sarcophagus.



Ella

Ella explained excitedly,
"Eight elephants eat eggs
every evening!"



Ella the elegant elephant
is eating eggplant.



Sarah

S

a

r

a

h

and

Maggie and Sarah



Upcoming webinars

- * March 17:
Progress monitoring and IEP goals
with Maureen Nevers and Caroline Musselwhite
- * March 24:
Writing and journaling with
Mary-Louise Bertram and Caroline Musselwhite
- * March 31:
Connecting to the Curriculum with Erin Sheldon

Possible Next Steps

- * Identify important-to-me letters for your student: people, pets, places, foods
- * Create alphabet books or select a fun alphabet activity
- * Identify important-to-me words for your student
- * Create alliterative sentences with important-to-me words
- * Share your experiences in the Facebook group!

Questions?



Thank You!

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a family foundation established in Central
California.*



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