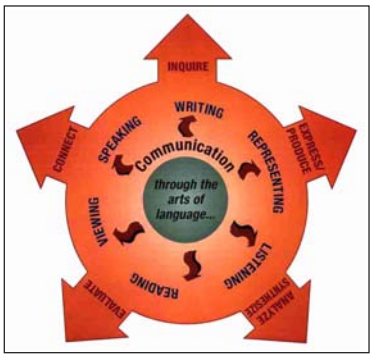
Professional Development Guide

Phonological Awareness: Principles for Instruction and Progress Monitoring

Texas Center for Reading and Language Arts
College of Education, University of Texas at Austin •
Texas Education Agency • Region XIII Education Service Center

Professional Development Guide

Phonological Awareness: Principles for Instruction & Progress Monitoring



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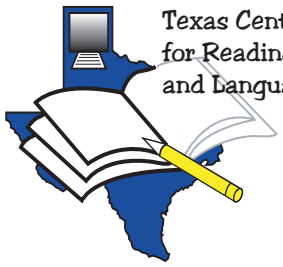

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What is the Texas Center for Reading and Language Arts ?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

How are the Center's Activities Accomplished?

Goal 1: To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

Goal 2: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

Goal 3: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

Goal 4: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

Goal 5: To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

Goal 6: To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.

Texas Center for Reading and Language Arts

Literacy Labs

Both school-based and university-based labs served as models for universities and school districts.

Professional Development Guides and Videos

These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

Reading Liaisons

Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships

Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.

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Organization & Content of the Guide

The guide contains four sections of materials and a video for presenters to teach the Phonological Awareness. Section 2 (*Professional Development)*, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3 *(Overheads)*, contains transparencies containing key points and activities to accompany your speaker's notes; Section 4 (*Handouts)* includes "Workshop Notes" for participants to take notes from the presentation, and "Activity Handouts" for group activities; Section 5 (*Appendices)* provides a list of references and further readings on Phonological Awareness and, lastly, the video "Phonological Awareness: Principles for Instruction and Progress Monitoring" to provide an understanding of phonological awareness research.

Considerations for Struggling Readers and Writers

Included in this guide is a set of overheads that focus on making adaptations for struggling readers and writers so that they have greater access to the general education curriculum. These may include students with:

- learning disabilities
- behavioral and emotional disabilities
- mild to moderate cognitive disabilities
- physical disabilities
- attention problems and the spectrum of autistic behaviors
- sensory impairments
  - deaf/hard of hearing
  - visual impairments

The adaptations overheads are identified by the symbol . The set of overheads has been designed to assist the participants in identifying general adaptations that will benefit not only students with disabilities but many other learners.

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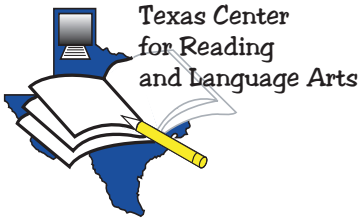
Considerations for Struggling Readers and Writers (cont.)

- Overheads that introduce General Adaptations are presented early in the workshop (Overheads #4a to #4e).
- Overheads that further explain these general adaptations are presented later in the workshop (Overheads #15a to #15k).
- Specific overheads have been included to demonstrate how a concept, activity, or lesson presented in the guide can be adapted to meet the needs of special learners and struggling readers.

As a presenter, you may want to use chart paper and self-sticking notes so that the participants can record and display the adaptations they generate during the workshop. Participants may write their adaptations on the self-sticking notes and put the notes on chart paper. This can be an on-going activity throughout the workshop.



Preparing for the Workshop

The workshop is designed to provide elementary grade teachers an understanding of phonological awareness research, methods for teaching, progress monitoring that is aligned with the Texas Essential Knowledge and Skills (TEKS). Classroom teachers, reading coordinators, special education teachers and related service personnel, media specialists curriculum directors, and principals who work at the elementary level are appropriate participants.

Materials

- Handouts (Section 4)
- Pictures of words for Activity 3
- Pencils/overhead markers

Equipment

- Overhead projector
- VCR and monitor
- Chart paper and self-sticking notes

Room Arrangement

- This workshop is presented in lecture form. Activities will be held in large groups. All participants will need to see the screen for overhead projection.

Acknowledgments

We gratefully acknowledge the support of the following individuals and agencies for their contributions to the professional development guide Phonological Awareness: Principles for Instruction and progress Monitoring.

Texas Education Agency

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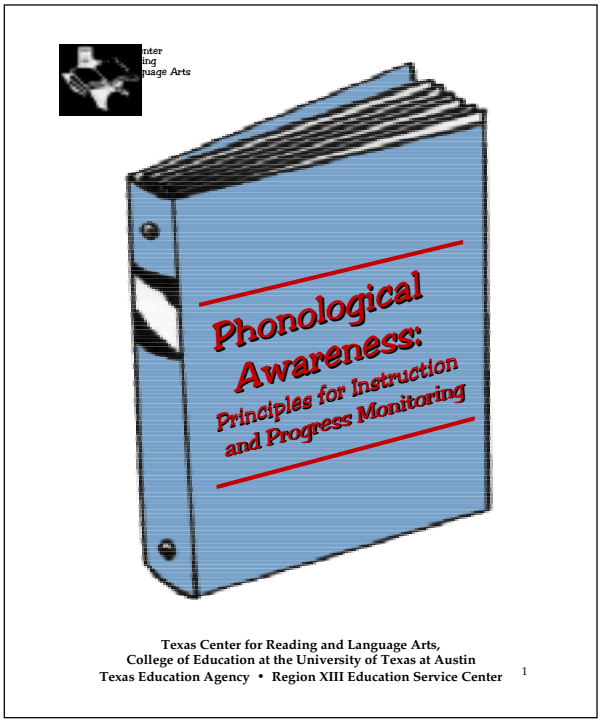
Region XIII Education Service Center

Statewide Initiatives

Special thanks to all our reviewers and contributors, including the Reading Initiative and Special Education (RISE) Task Force, whose assistance and support made a valuable contribution to this product.

Overhead #1



Introduction

- As participants arrive, use Overhead #1 to communicate the topic of your presentation.

Overhead #2

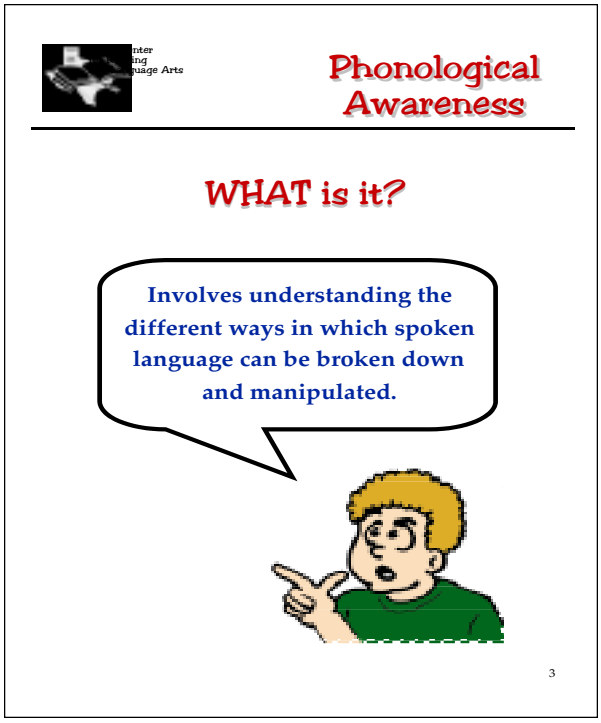
Agenda

- Use Overhead #2 to provide an organized glance of the Phonological Awareness workshop and the topics to be covered.

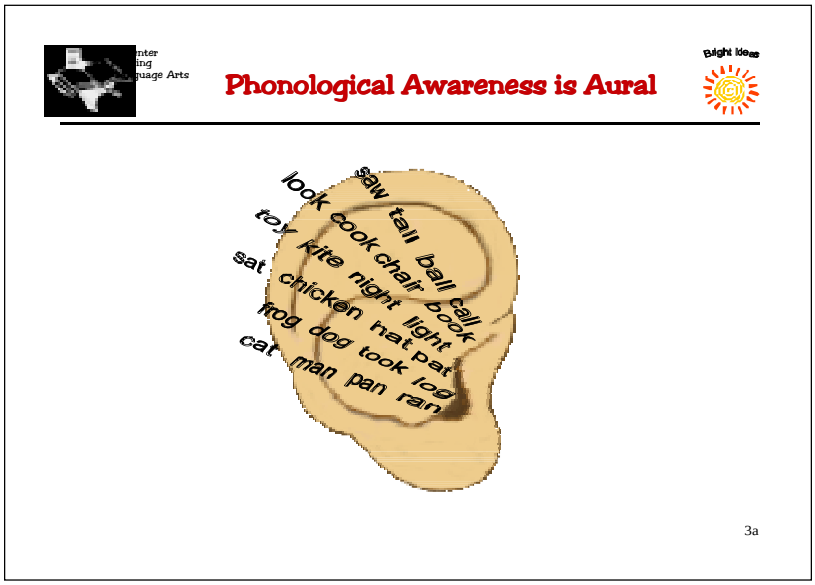
Definition of Phonological Awareness

- Use Overhead #3 to define Phonological Awareness.
- Explain that it is comprised of several concepts detailed in this workshop, and that it does not involve print.

Overhead #3



Overhead #3a



- Use Overhead #3a to demonstrate that phonological awareness focuses on oral language and oral language activities, not on print.
- Explain to participants that phonological awareness involves:
  - oral language activities such as **listening** to determine if**:**
    * words rhyme (e.g., “ball” and “fall,” “man” and “tat”)
    * words begin with the same sound (e.g., “ball” and “bat,” and “ball” and “fall”)
  - oral language activities such as **generating:**
    * rhyming words or phrases (e.g., “lilly is a silly filly.”)
    * blending syllables or sounds to make words (e.g., “ham-mer” is “hammer”, “p-a-t” is “pat”)
    * segmenting words into syllables and sounds (e.g., “sister” is “sis-ter,” “run” is “r-u-n”)
- Tell participants that it is important to provide opportunities for struggling students to participate in a variety of oral language activities that allow them to manipulate syllables and sounds within words. It is also helpful to provide visual cues such as holding up a finger or clapping for each syllable/sound or moving a chip into a square as each syllable/sound is said. For older struggling readers, pairing these phonological activities with print is helpful (National Reading Panel, 2000).

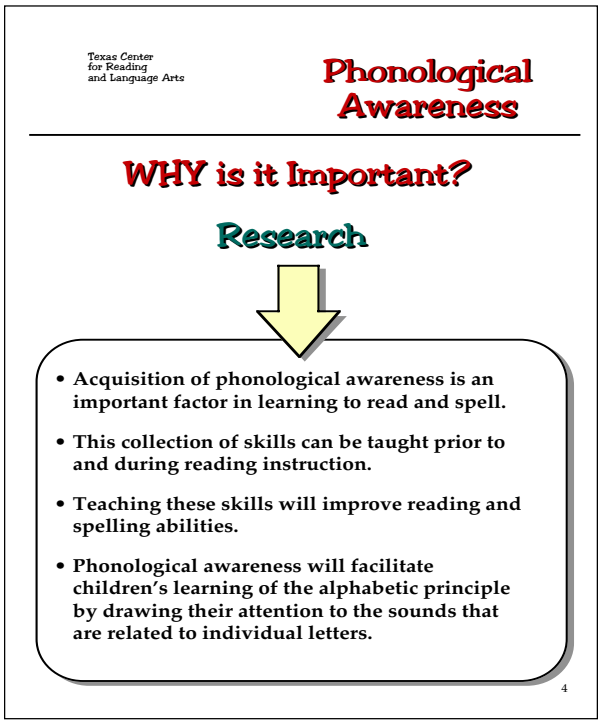
Bright Ideas

Phonological Awareness is Aural

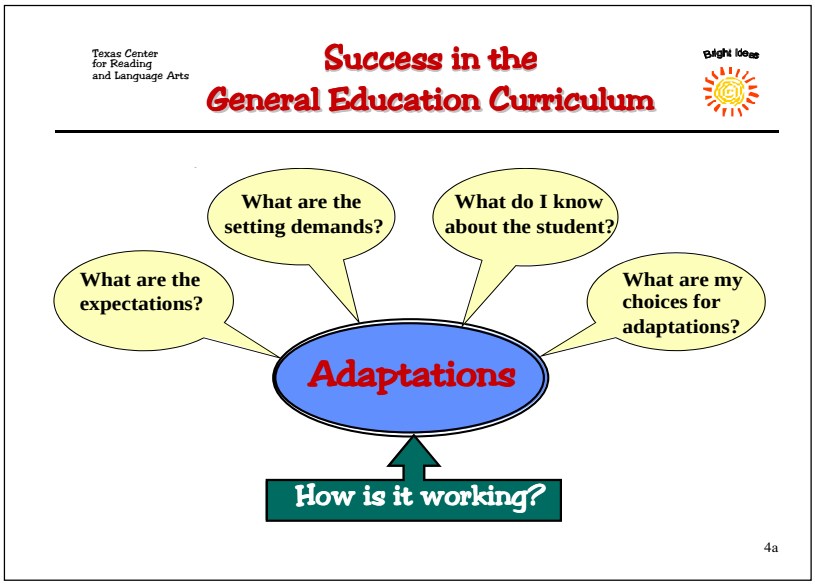
What the Research Tells Us

- Using Overhead #4, review the current research *(Ball & Blachman, 1991; Byrne, Fielding-Barnsley, 1993; Liberman & Shankweiler, 1985; NRC, 1998).*
- Although exposure to literature and level of intelligence are important for overall development, they are less predictive of reading success than phonological awareness.
- Emphasize that phonological awareness is a better predictor of reading success than what children know about letters, or how often they were read to, or SES status.

Overhead #4



Overhead #4a



Note: *This overhead is the first in a series of overheads that focus on adaptations for struggling readers and writers. These may include students with learning disabilities, emotional/behavioral disorders, mild to moderate cognitive disabilities, physical disabilities, attention problems, the spectrum of autistic behaviors, and sensory impairment (both deaf/hard of hearing and visual impairment).*

After Overhead #4, present Overheads #4a to 4e to provide an overview of the process for making adaptations and for introducing various types of adaptations.

After Overhead #15, present Overheads #15a to 15k to provide the participants with more specific examples of the three kinds of adaptations.

- Use Overhead #4a to explain that adaptations are key to the successful participation of struggling readers and writers in the general education curriculum.
- Provide an overview of the process for making adaptations for struggling readers and writers. Explain that in making adaptations four key questions are asked.
  - **What are the expectations** for learning (e.g., what are the student outcomes that you expect which may vary for individual students)? For example, student outcomes may include reading on grade level by the end of the year.
  - **What are the setting demands** (e.g., what are the specific tasks the student is expected to perform and what does the student have to do to successfully complete the task)? For example, the student has to read, summarize, and answer a variety of questions about grade level reading material.

Bright Ideas

Success in the General Education Curriculum (cont.)

Overhead #4a (cont.)

- **What do I know about the student** in the general education classroom in relation to his/her learning strengths and needs? For example, what are the student's specific strengths and needs in reading?
- **What are my choices for adaptations** (i.e., for students with disabilities think about what the IEP requires and what resources you might need to make these adaptations)? For example, will the student need high interest/controlled vocabulary text to be able to access subject matter on a topic?

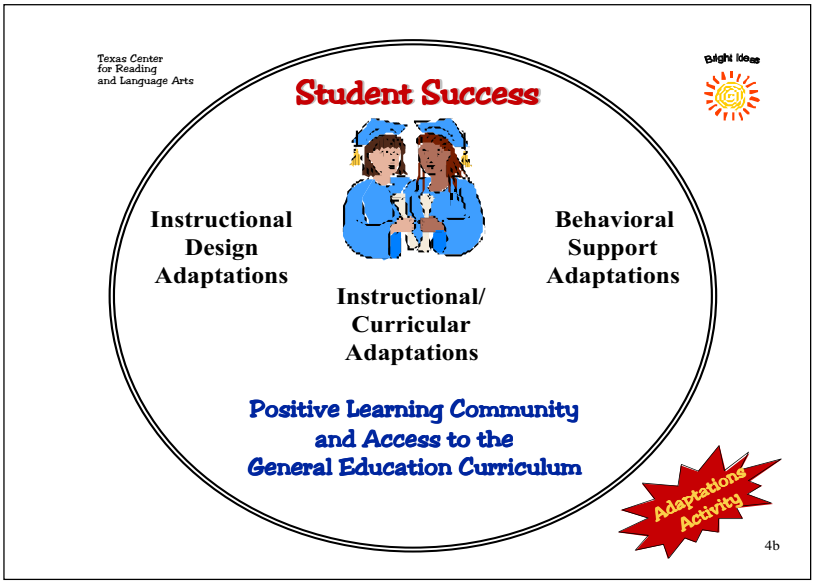
- Explain that answering these four questions assists teachers in selecting adaptations. Remind the participants to collaborate with other specialists, such as vision, auditory, speech/language, and technology.
- Explain that a final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. This is an important key to the student's success in the general education curriculum. For example, is the student able to answer inferential comprehension questions successfully?

Individuals with Disabilities Education Act (IDEA 97)

Note to Presenter: *With the reauthorization of the Individuals with Disabilities Education Act (IDEA 97), students' with disabilities participation in the general education curriculum and state/district assessments, such as TAAS, has increased as has general education teachers' participation in the IEP process. You may want to highlight these recent changes using the information provided below as one resource.*

- Explain to the participants that the law (IDEA 97) requires that accommodations or adaptations, modifications, supports, and supplementary aids and services be provided to ensure the success of students with disabilities in the general education curriculum (refer to IEP).
- Tell participants that IDEA 97 has also increased the participation of student's with disabilities in district/state assessments. Explain that under IDEA special education students are expected to: (1) take the standard assessments, (2) take them with accommodations, or (3) take alternative assessments. The IEP specifies if accommodations and modifications in the administration of these assessments or alternative assessments are to be used.
- Mention that IDEA 97 has also increased the general education teacher's role in the development, implementation, review, and revision of the student's Individualized Education Program. For example, goals and objectives may be targeted to be met in the general education classroom and monitoring is the responsibility of the general and special education teacher.

Overhead #4b



- Use Overhead #4b to introduce this Activity and to explain that adaptations for students can be organized into three categories: designing instruction, adapting instruction or curriculum, and providing behavioral support. For example, an adaptation for "designing instruction" might be including fewer problems per page, for "adapting instruction or curriculum," an example might be enlarging print for a child with poor vision, and for "behavioral support adaptations," an example might be having a behavior plan in place to alter "out-of-seat behavior."

- Ask the participants to work in pairs and discuss one student with whom they have worked successfully. Have them list and explain three adaptations they used to support that student in each of these three areas.

- Explain that each category will now be discussed.

Note: *You may use chart paper and self-sticking notes so that participants can display their ideas. Hang one piece of chart paper for each of the three types of adaptations. Ask participants to write their adaptations on the notes and put the notes on the appropriate chart paper. This can be an on-going activity throughout the workshop.*

Bright Ideas

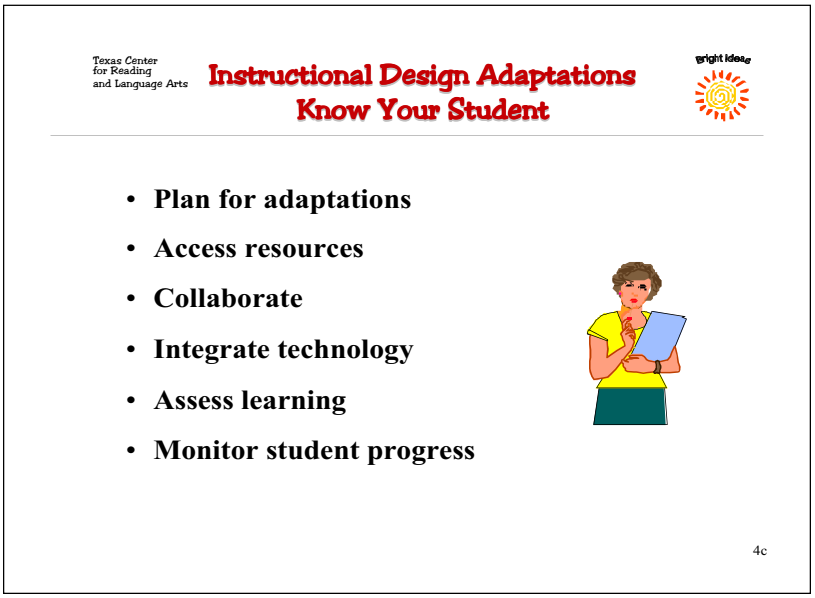
Student Success

Adaptations Activity

Bright Ideas

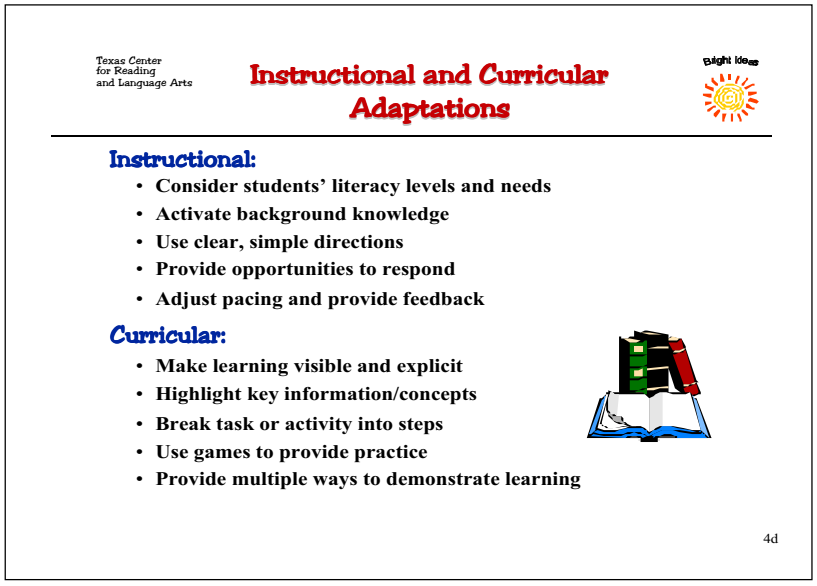
Instructional Design Adaptations Know Your Student

Overhead #4c



- Use Overhead #4c to introduce the importance of instructional design adaptations.
- Explain that instructional design is critical for making adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

Overhead #4d



- Use Overhead #4d to introduce common examples of instructional and curricular adaptations.
- Mention that research supports these adaptations. (See Handout, "Suggestions for Adaptations" for typical adaptations.)

Bright Ideas

Instructional and Curricular Adaptations

Bright Ideas

Behavioral Support Adaptations

Overhead #4e

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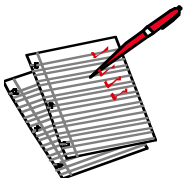
Behavioral Support Adaptations

bright ideas

Strategies that increase appropriate student behaviors:

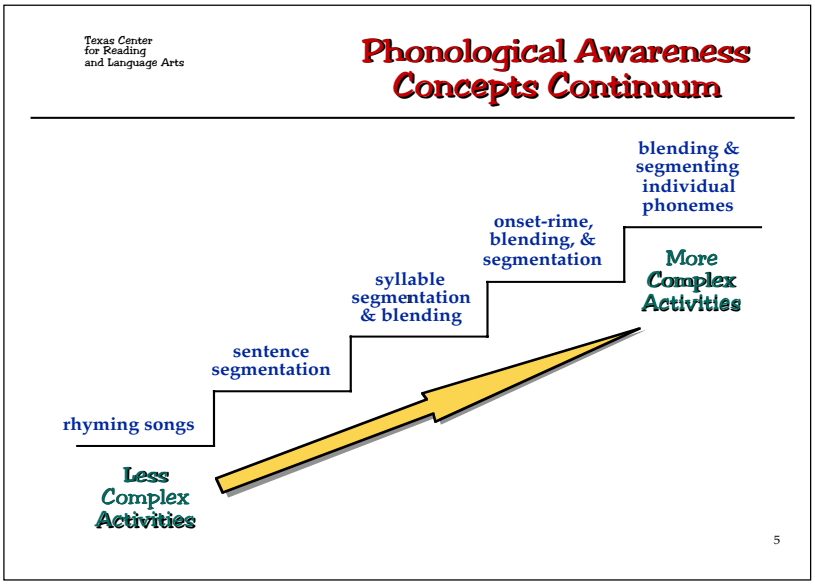
- **Provide structure and be consistent**
- **Use proactive teaching**
- **Teach alternative behaviors**



4e

- Use Overhead #4e to introduce behavioral support adaptations.
- Explain that a third type of adaptation focuses on behavioral support.
- Have participants give examples of how inappropriate classroom behaviors can interrupt the teaching and learning process and the type of strategies they use to promote positive behavior and a positive learning environment. Students learn better when behavioral supports are in place.
- See Handout, "Suggestion for Adaptations" for typical adaptations.
- Explain that later in the workshop participants will focus more intently on specific behavioral adaptations.
- Encourage the participants to think about adaptations as they continue the workshop. (Self-sticking notes and chart paper activity can be continued.)

Overhead #5

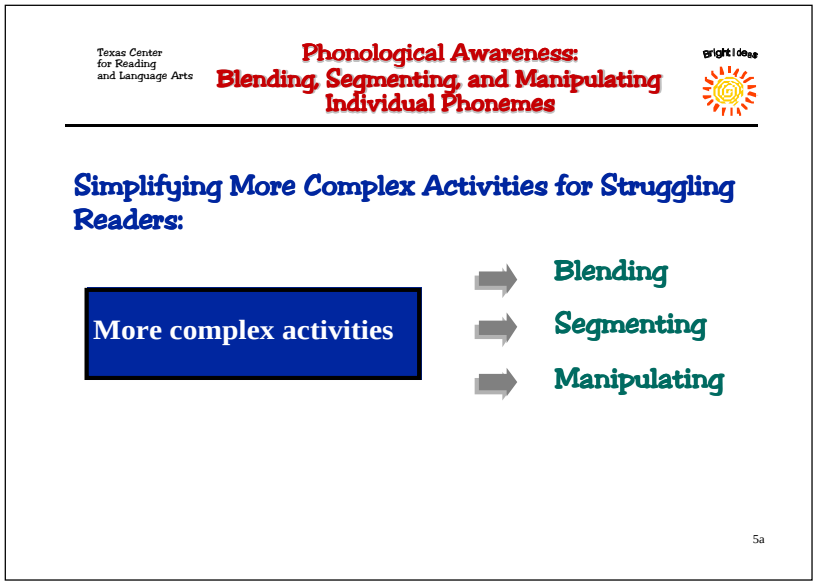


- Use Overhead #5 to illustrate the levels of difficulty of phonological awareness.
- Tell participants that when children are having difficulty with a task, they should take instruction back to a less complex activity.

Bright Ideas

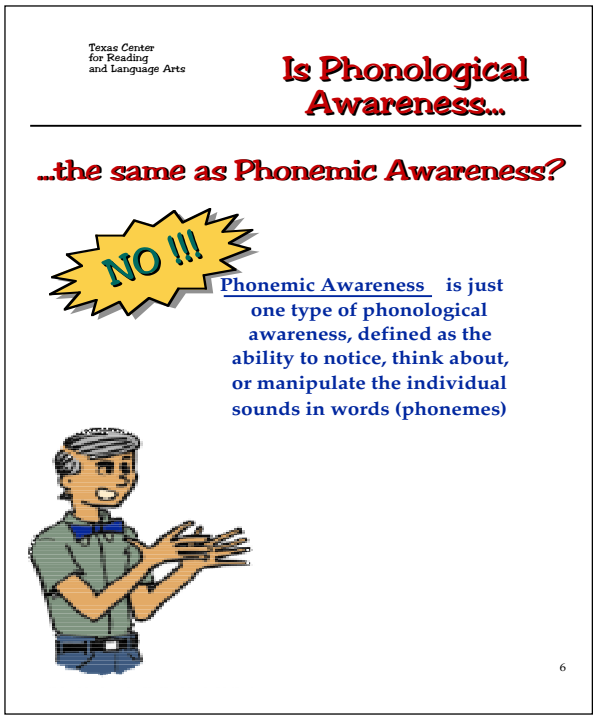
Blending, Segmenting, and Manipulating Individual Phonemes

Overhead #5a



- Use Overhead #5a to demonstrate that it is important in teaching struggling readers to break more complex activities into separate skills and that these should be taught systematically.
- Remind the participants that blending is the process of smoothly joining phonemes to form words. Segmenting is the process of isolating individual phonemes within a word. Manipulation is the ability to add, subtract, or move phonemes to form words to create new words.
- Mention to participants that generally sound blending and segmenting should be taught before sound manipulation (e.g., taking the /r/ off of "run" and having the students replace it with /s/ makes "sun"). For some students it may be helpful to teach blending separately from segmenting. There are some students who will find sound manipulation extremely difficult. These students may read prior to sound manipulation and some may never learn to manipulate sounds appropriately.
- Explain that blending can be taught systematically by first modeling CVC words such as "sat" and asking the students to say the word. Then systematically increase the amount of time between each sound as you say it, continuing to ask students to tell you the word.
  - T: "Say sat."
  - S: "Sat."
  - T: "Say /s-a-t/."
  - S: "Sat."
  - T: "Say /s—a—t/."
  - S: "Sat."
  - T: "Say /s——a——t/."
  - S: "Sat."

Overhead #6

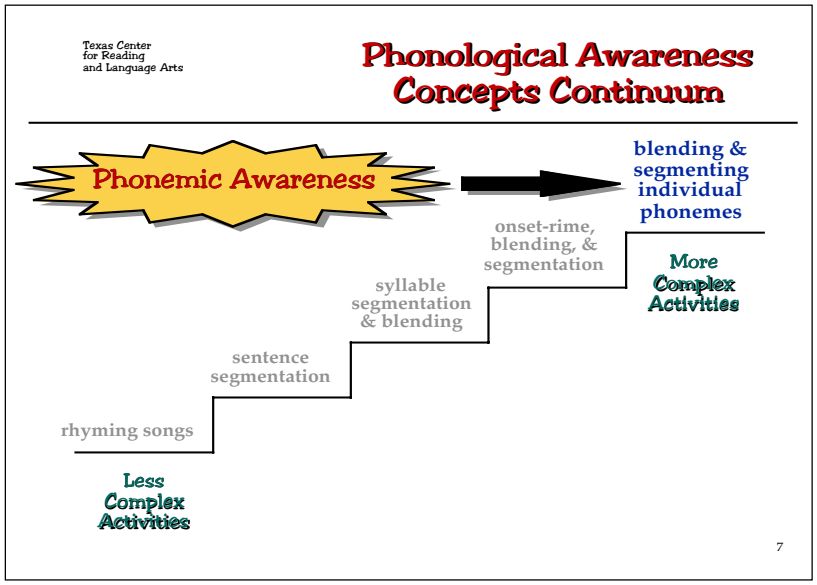


Phonological Awareness vs. Phonemic Awareness

- Use Overhead #6 to explain the importance of phonemic awareness to teach phonological awareness.
- Remind participants that doing phonological tasks (e.g., blending, segmenting, rhyming) helps teach children to hear the smallest unit in a word (phoneme).

Importance of Phonemic Awareness

Overhead #7



- Use Overhead #7 to show how phonemic awareness is the most important skill of phonological awareness.
- Explain how for some children it precedes initial reading, where for others phonemic awareness and initial reading support each other; as one grows stronger, the other one improves *(Erhi & Wilce, 1980, 1986; Perfetti et al., 1987).*

Overhead #8

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What is a Phoneme?

The smallest unit of sound in a word that makes a difference in its meaning.

"man"

m ..... **a** ..... **n**

1st phoneme 2nd phoneme 3rd phoneme

8

What is a Phoneme?

- Use Overhead #8 to define a phoneme.
- Explain the levels of complexity in teaching a task.
- Remind participants that if this task is too difficult for children, try: *m--an*.

Overhead #9

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Implications for...

...Phonological Awareness Instruction

- **Many children benefit from explicit instruction in phonological awareness beginning in kindergarten.**

- **Those who progress slowly in phonological awareness activities should receive special attention.**

9

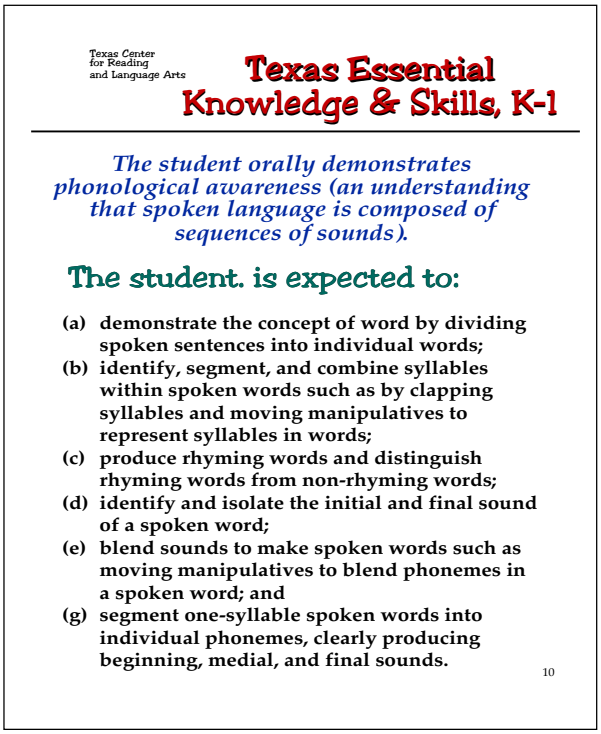
What Does this Mean for the Teacher?

- Use Overhead #9 to explain that children should receive explicit instruction in phonological awareness skills.

How Does Phonological Awareness Tie in with the TEKS?

- Use Overhead #10 to remind participants of the TEKS for grades K–1.
- Note that phonological awareness is a skill identified in Kindergarten.

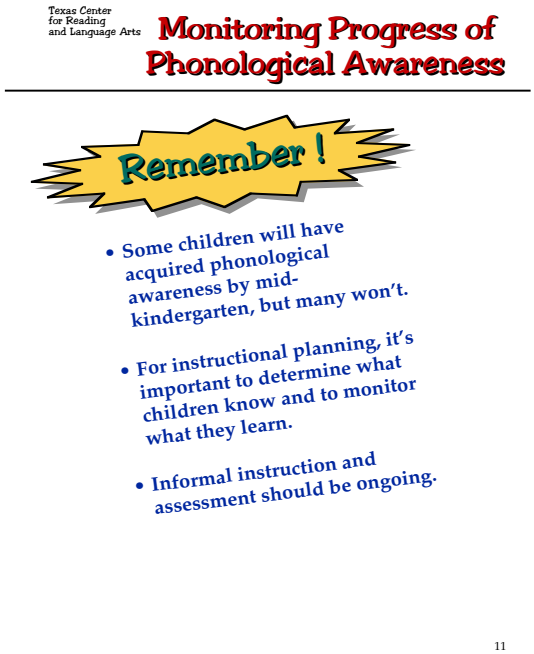
Overhead #10



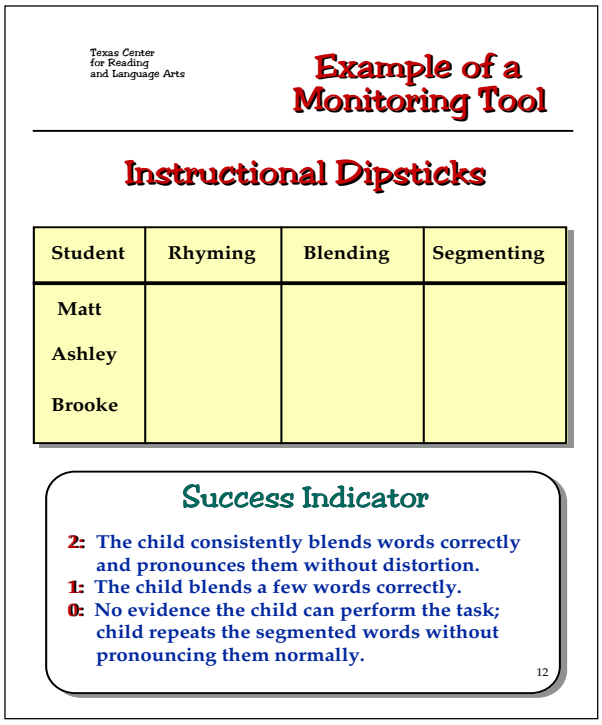
Monitoring Progress of Phonological Awareness

- Use Overhead #11 to remind participants that by January, about one third of children in Kindergarten have acquired at least some of this skill in pho nological awareness (this information is necessary for planning instruction).
- Remind participants that monitoring progress is a continual activity.

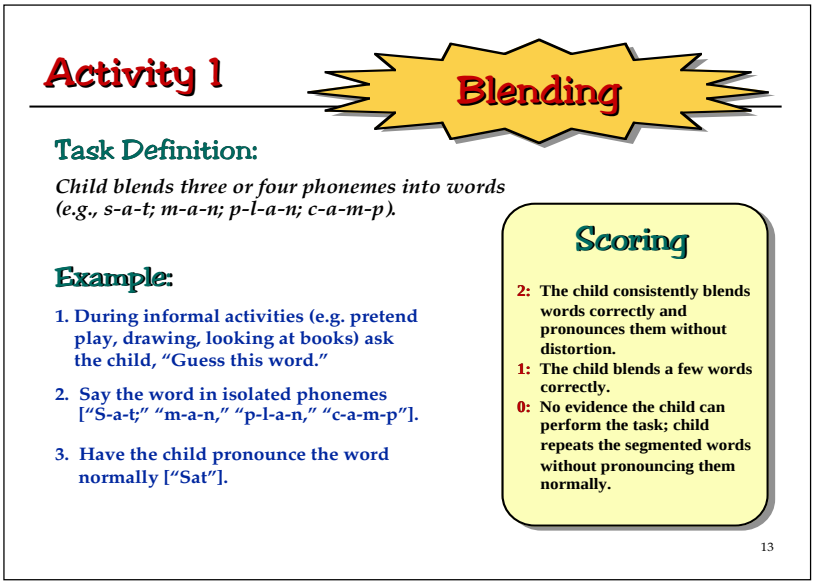
Overhead #11



Overhead #12



Overhead #13



Keeping Track of Progress

- Use Overhead #12 to provide an example of a chart used formonitoring progress.
- Emphasize that teachers can assess progress on a frequent basis using a success indicator.

Note: *Monitoring progress will help to modify curriculum and instruction, and identify concepts with which a student may be having difficulty.*

Activity 1

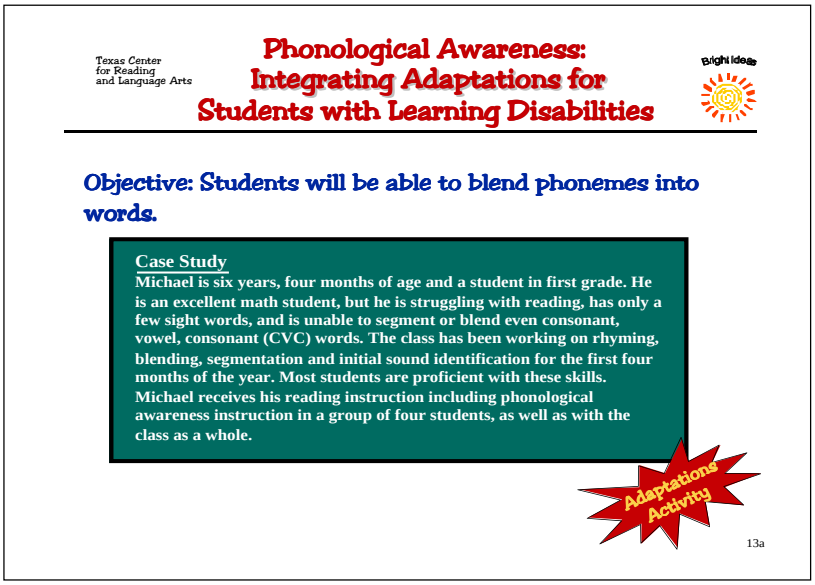
- Guide participants in Group Activity 1.

Bright Ideas

Integrating Adaptations for Students with Learning Disabilities

Adaptations Activity

Overhead #13a



- Use Overhead #13a to present the case study to participants.
- Ask participants what additionally could be done to improve Michael's skill in blending phonemes. Write suggestions on a blank transparency and compare them to the possible suggestions listed on Overhead #13b.

Note: *There are many possible suggestions as to instruction, including delivery of instruction, setting, and methodology. The suggestions listed on Overhead #13b are some examples.*

Overhead #13b

Texas Center for Reading and Language Arts

Phonological Awareness: Integrating Adaptations for Students with Learning Disabilities

Bright Ideas

Objective: Students will be able to blend phonemes into words.

Possible Adaptations

- **Hold up one finger as each sound is said.**

- **Have students place fingers together as sounds are said and blended.**

- **Have students put hand in front of mouth so they can feel the breath produced by saying the word.**

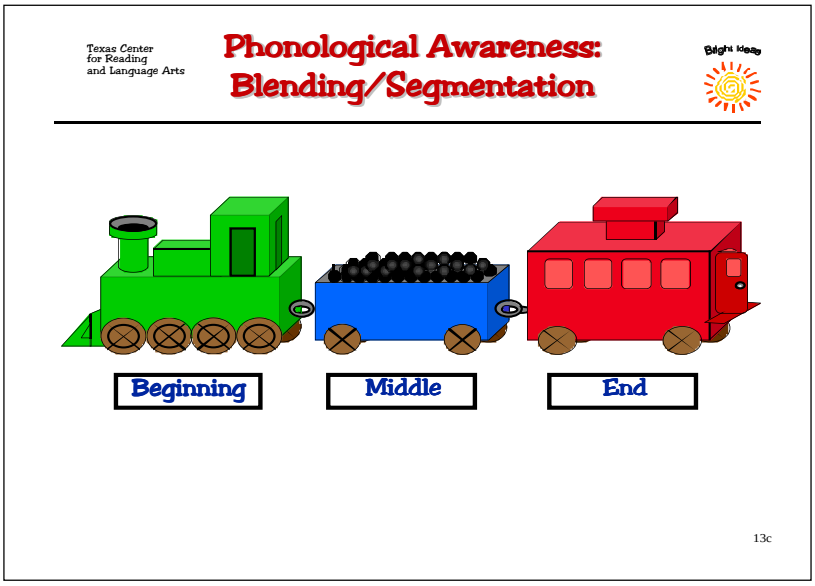
13b

- Use Overhead #13b to continue explaining the blending process to the participants.
- Mention that using as many senses as possible to teach struggling students is important. Visual, auditory, kinesthetic, and tactile senses (VAKT) should be employed as often as possible.
- Remind the participants that as the student holds up a finger representing a sound (phoneme) in the word, this is employing the kinesthetic and visual senses. The student can see that one finger represents one sound and the student can kinesthetically feel the demonstration of “one finger representing one sound”.
- Explain that as the student moves fingers together while orally blending the sounds the student is producing a visual, auditory, and kinesthetic demonstration of blending.
- Mention that as the student places a hand in front of his/her mouth and feels the air on his/her hand, this is a good example of relating blending to the tactile sense.
- Explain that for some struggling readers it is helpful to teach blending and segmenting separately.

Bright Ideas

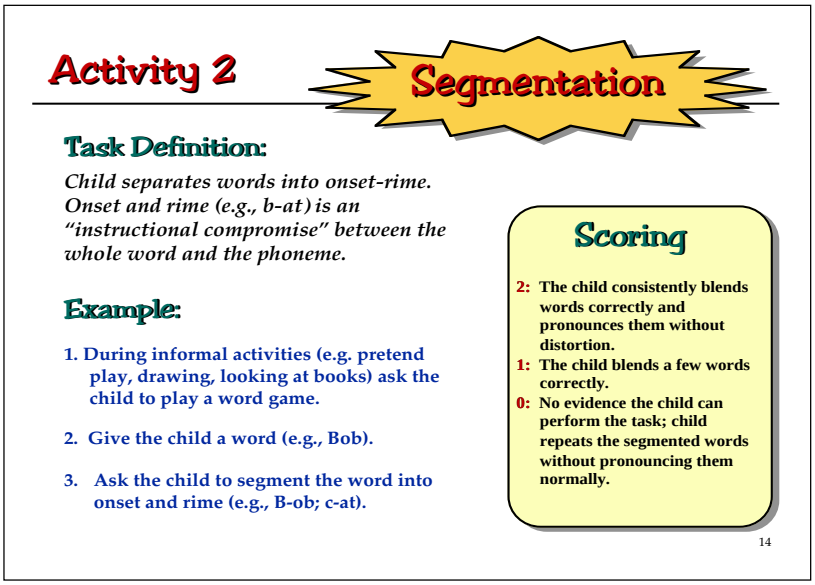
Blending/ Segmentation

Overhead #13c



- Use Overhead #13c to remind participants of the process of blending and segmenting, as well as the concept of beginning, middle, and ending sounds.
- Explain to participants that these three toy train cars can be used to demonstrate the concept of segmenting. It is helpful to have a small toy train that students can manipulate. This provides a clear visual representation of the segmenting process and makes blending and manipulation more visible.
- Tell participants to demonstrate this to the student by saying the word “cat” and running their finger down the train as they do this. Repeat the word, this time more slowly, separating each phoneme. Repeat a second time, touching the train engine as the phoneme /c/ is said, the coal car as the phoneme /a/ is said, and the caboose as the phoneme /t/ is said. Repeat this slowly allowing students to see that /c/ is the beginning sound, /a/ is the middle sound, and /t/ is the ending sound. Separate the cars as this is done. Also, say to the students that many words have beginning, middle, and ending sounds. Continue to demonstrate with additional words, first from the “cat” word family and later using other CVC words.
- Cue the participants that Handout, “Phonological Awareness: Integrating Adaptations for Students with Learning Disabilities” provides the pattern of the train for their students to color and use as they practice segmenting. The handout also provides a sample lesson for segmentation as well as ideas for further extensions.

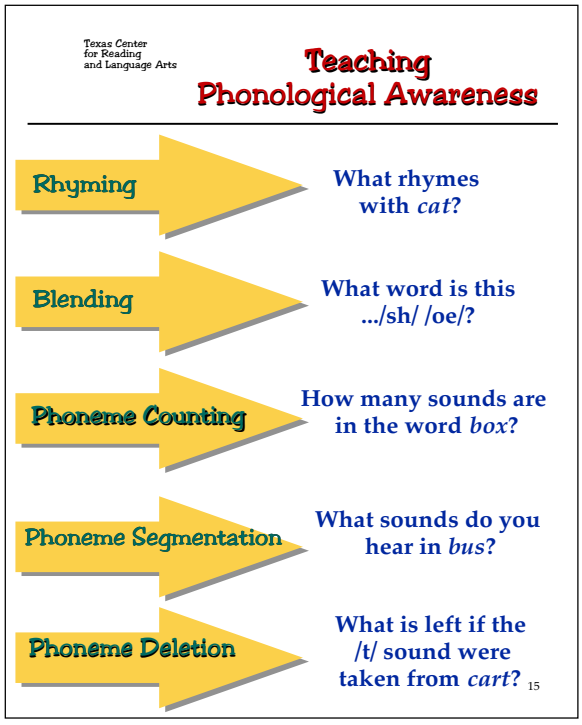
Overhead #14



Activity 2

- Guide participants in Group Activity 2.

Overhead #15



Teaching Phonological Awareness

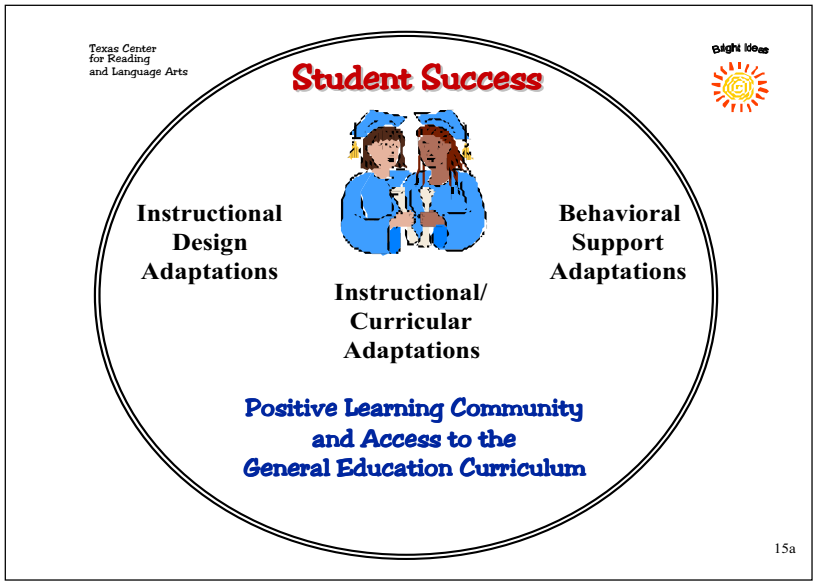
- Use Overhead #15 to identify activities that can be used to teach phonological awareness.
- Remind participants that there is a strong correlation between blending and segmenting.

Note: *Research has shown that it is faster to teach blending and segmenting simultaneously than to separate them.*

Bright Ideas

Student Success

Overhead #15a



Note: *Use Overheads #15a through #15k to give more specific information about making adaptations.*

- Use Overhead #15a to review with the participants the three types of adaptations. Remind participants to reflect on struggling readers and writers including students with disabilities and the adaptations required as they continue through this guide. (Have participants continue to add to the chart paper if this process is being used.)

Overhead #15b

Texas Center for Reading and Language Arts

Instructional Design Adaptations
Know Your Student

- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**

15b

- Use Overhead #15b to remind participants of the importance of instructional design adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

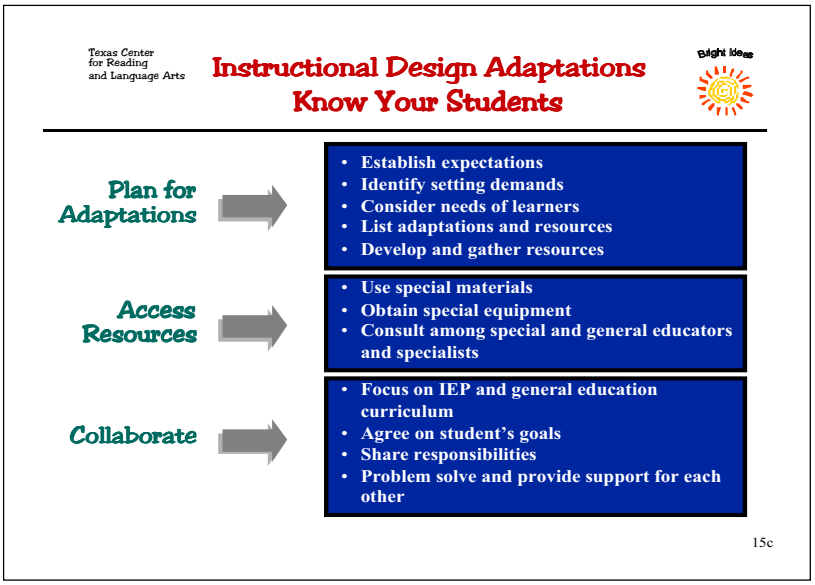
Bright Ideas

Instructional Design Adaptations

Bright Ideas

Instructional Design Adaptations

Overhead #15c



- Use Overhead #15c to introduce instructional design adaptations.

Plan for Adaptations:

- Explain that the first step in planning adaptations for struggling readers and writers is to ***establish expectations*** for student outcomes. What goals and objectives are listed on the IEP and what skills are the students expected to master and demonstrate at the end of the lesson or unit?
- ***Think about the demands*** needed to complete the tasks associated with the expectations or outcomes (e.g., note taking, writing, group work). Identifying setting demands will help to determine which part of the instruction and/or assignment is too challenging and how to modify the task so that students with special needs can successfully complete the assignment.
- ***Keep student's strengths and needs*** in mind while planning for the lesson (e.g., refer to student's IEP modification page if necessary).
- ***Identify the types of adaptations and resources*** necessary for the student to benefit from instruction (e.g., extended time, support for reading, manipulatives for math, token system for completing work).
- ***Develop and/or gather needed resources***. Collect resources in advance (e.g., getting Braille text completed for a student who is blind; getting books on tape).
- Ask participants to pair and in one minute generate suggestions for implementing plans for adaptations. Partners may share in large group and add to adaptation charts.

Overhead #15c (cont.)

Access Resources

- Mention to participants that these are examples of special materials: visual aids, pictures, flash cards, high-interest/controlled vocabulary reading materials, manipulatives, instructional games, spell checker, and software.
- Tell participants the following are examples of special equipment: magnifying glass, tape recorder, large print books, Braille, FM system, and computer with grammar and spellchecker. (See Handout for list of "Assistive Technology and Devices.")
- Say that the following is a list of personnel resources: behavior specialists, vision specialists, special education teachers, curriculum specialists, inclusion specialists, and technology specialists. (See Handout, "Related Service Personnel" of specialists.)
- Ask participants to choose one or two disability categories and give examples of materials, equipment, and personnel resources that the teacher may need in order to teach a lesson so that these students will benefit from instruction. Either small or large groups can participate in this activity.

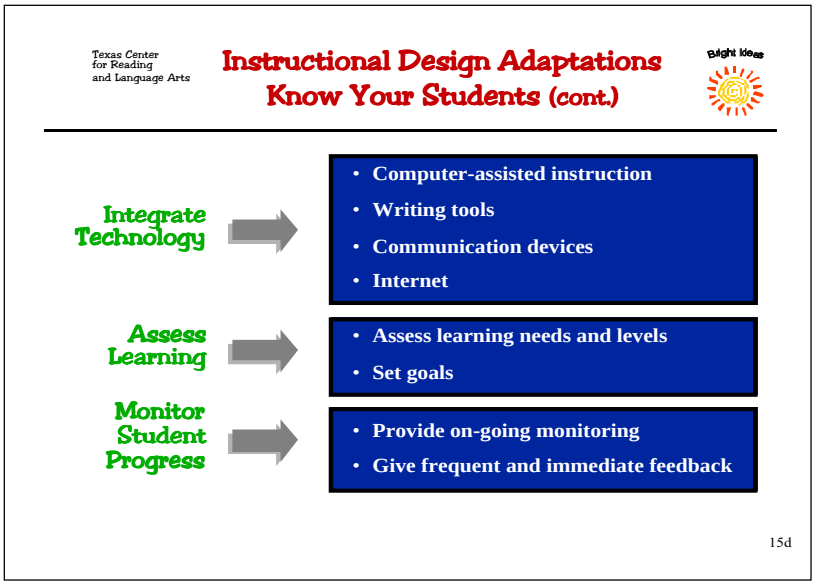
Collaborate

- Discuss the importance of collaboration among general and special education teachers and other related specialists and with parents in preparing instructional adaptations for students with special needs. (See Handout, "Related Service Personnel" for a list of specialists who serve students with disabilities.)
- Explain that there should be a consensus in decision making regarding the identification of a student's educational goals and objectives using the IEP if the student has an identified disability. In considering these goals, discuss the importance of student participation in the general education curriculum. This may vary depending on the student's learning levels and disabilities in relation to the goals of the lesson. For example, a struggling reader may use taped books and partner reading along with study guides to access the social studies textbook. In contrast, a student with moderate cognitive disabilities may be learning to recognize and demonstrate key concepts of the lesson.
- Tell participants that general and special education teachers and other specialists should share responsibilities and work together to identify, access, and gather resources necessary for adaptations. Have participants discuss how this can work.
- Mention that problems will naturally arise (e.g., special materials not available, student with autism disrupting class with occasional outbursts). Use formal (e.g., grade level/cohort planning meetings, student study teams, teacher assistance teams) and informal problem solving to resolve student problems. The key is to support each other to assist students in attaining their goals.

Bright Ideas

Instructional Design Adaptations (cont.)

Overhead #15d



- Use Overhead #15d to discuss integrating technology, assessing learning, and monitoring student progress.

Integrate Technology

- Explain that:
  - There are a number of areas where technology could assist struggling readers and writers. Examples include computer-based reading, writing assistance, augmentative communication, access to reference materials, adaptive switches, and materials modifications.
  - Computer-assisted instruction can be a powerful adaptation tool for struggling readers and writers. Teachers can use tools such as tutorial, practice, and simulation software to promote problem solving.
  - Writing tools can be used in creating outlines, graphic organizers, idea webs or maps, and assisting with word processing including spelling and grammar checkers.
  - Assistive devices such as auditory trainers and voice recognition programs may be needed by some struggling readers and writers in order to benefit from instruction. (See Handout, "Assistive Technology and Devices" for list of assistive devices.)
  - Reference materials for research papers and other class projects can be accessed via websites and the Internet. For students with visual impairments access to web sites and the internet can be accomplished with the assistance of the vision specialist who should know about software that promotes accessibility.

Overhead #15d (cont.)

Assess Learning

- Mention that assessment is an essential component of instruction for students with special learning needs. While planning for assessment, be sure to consider student needs and any adaptations necessary for the students during assessment. (Refer to student's IEP modification page if the student has an identified disability.) For example, students may need one-to-one test administration, small group setting, shortened tests, extended time for tests, or the use of a calculator or other special materials and equipment. Also, use curriculum-based assessment or alternative methods of assessment.

Monitor Student Progress

- Tell participants that:
  - Monitoring struggling readers and writers' progress and providing feedback help the teacher determine when these students require extra assistance. Instruction should be adjusted accordingly. Both monitoring and feedback should be frequent and ongoing. Teach students how to monitor their own progress. For example, students can chart their reading rate or number of math facts completed.
  - Involving students in setting individual, academic, and behavioral goals is important, especially at the secondary level. Students are more likely to improve if they have ownership of their goals and objectives.

Extended Workshop: Lesson Plan

- If time permits, have small groups plan a lesson for an inclusion class incorporating instructional adaptations. Groups should consist of general and special education teachers and other specialists. Have groups plan their lesson to focus on adaptations for a particular student with a disability in a subject matter they choose. Have groups then share their lesson with the other participants.

Bright Ideas

Instructional and Curricular Adaptations

Overhead #15e

Texas Center for Reading and Language Arts

Instructional and Curricular Adaptations

Bright Ideas

Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

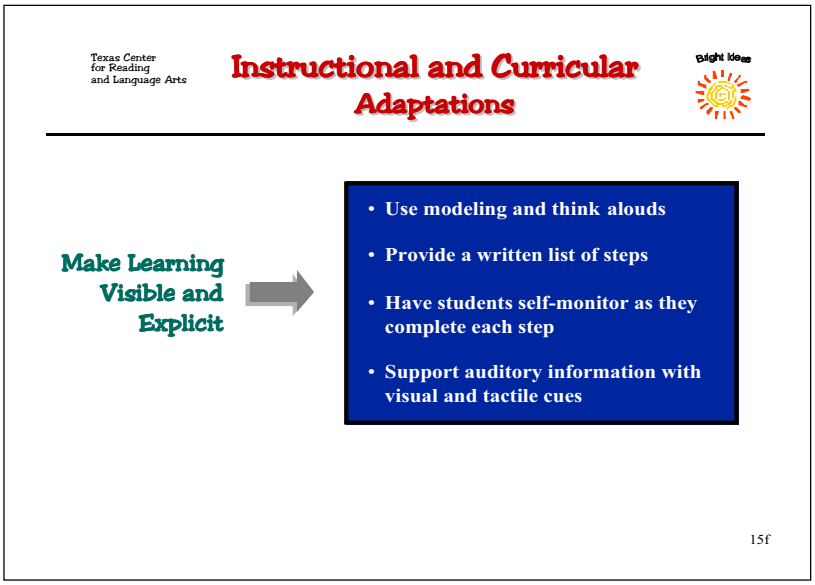
Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

15e

- Use Overhead #15e to remind participants of the examples of instructional and curricular adaptations. For example, struggling readers and writers generally require more explicit instruction including teacher modeling using "think alouds." (See Handout, "Suggestions for Adaptations.")
- Explain that the next two overheads give examples for two of the adaptations, "Make Learning Visible and Explicit" and "Provide Multiple Ways to Demonstrate Learning."

Overhead #15f



- Use Overhead #15f to discuss strategies for making learning visible and explicit.
- Remind the participants of common sayings:

  "A picture is worth a thousand words."
  "Modeling isn't the best way to teach, it is the only way to teach." (Albert Schweitzer)

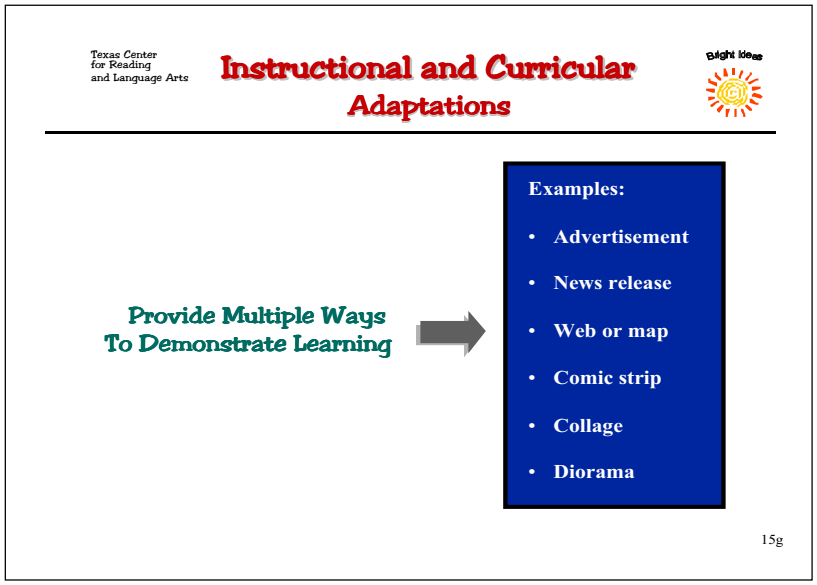
- Discuss that research demonstrates that struggling readers and writers including students with disabilities learn better when taught the steps in cognitive processes (e.g., steps for finding main idea and solving math word problems).
- Tell participants that these students need systematic, explicit instruction in how to complete complex, cognitive processes. This type of instruction consists of modeling the steps including the thinking that occurs (i.e., "think alouds") and then having the students think aloud as they do the steps. It is also helpful to provide a written list of steps and have the students self-monitor as they complete each step.
- Suggest that participants provide examples that demonstrate steps and monitoring for a particular skill. For example, write the steps involved in solving a word problem or list the steps in editing a written work.
- Discuss how adding visual and tactile cues to auditory information help make the auditory information more visible and explicit.

  Examples are:
  - When sounding out a word, have students push markers into boxes for each sound.
  - Have students clap the words in a sentence.
  - When lecturing, write the key words for each point on an overhead.

Bright Ideas

Instructional and Curricular Adaptations

Overhead #15g



- Use Overhead #15g to expand on multiple ways to demonstrate learning other than a book report.
- Explain that strugging readers and writers may know the information, but may not be able to demonstrate effectively this learning because of their learning needs.
- Ask participants to expand the list of alternatives to the traditional book report. Share the groups' ideas either orally or by placing them on chart paper.

Overhead #15h

Texas Center for Reading and Language Arts

Behavioral Support Adaptations

Strategies that increase appropriate student behaviors are:

- **Provide structure and be consistent**
- **Use proactive teaching**
- **Teach alternative behaviors**

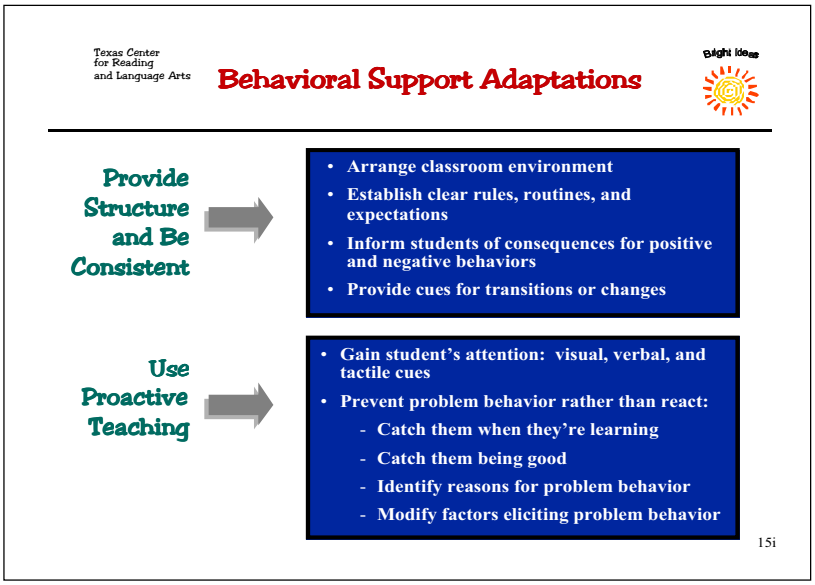
15h

- Use Overhead #15h to remind participants of the three types of behavioral support adaptations.

Bright Ideas

Behavioral Support Adaptations

Overhead #15i



- Use Overhead #15i to discuss two major types of behavioral support: consistent and proactive teaching.

Provide Structure and Be Consistent

- Explain that classroom management requires structure and consistency.
  - Plan and arrange the environment. Organization enhances student attention.
  - Establish rules and expectations. Rules should be stated positively, displayed, and limited (i.e., 3 to 5). Have the class generate the rules and expectations in order to promote "buy-in."
  - Use natural and logical consequences for positive and negative behaviors (e.g., call on students who raise their hand and redirect students who speak out of turn).
  - Prepare students for transitions and change by giving frequent cues. Establish time limits for transitions.

Use Proactive Teaching

- Explain that proactive teaching can prevent problem behaviors by getting students' attention and/or changing factors that elicit those behaviors.
- Use such techniques as gaining attention, using the student's name, greeting them at the door, and being in close proximity. Also, varying voice, providing interesting materials, and sitting at eye level to "hook" student's attention can be effective.

Overhead #15i (cont.)

- Be proactive rather than reactive. Be alert to students' on-task behavior and encourage their efforts.
- Identify reasons for problem behavior. The factors which elicit problem behavior can be modified, thereby preventing the behavior. For example, if a student regularly engages in a number of avoidance behaviors (e.g., sharpening pencil, searching in desk, talking to neighbor) when a math problem solving assignment is given, it may be that the work is too difficult for the student to do independently. The teacher should determine if this assumption is correct and if so, modify the task accordingly.
- Consult with the special education teacher to determine the behavioral support plan that may be identified in the IEP.

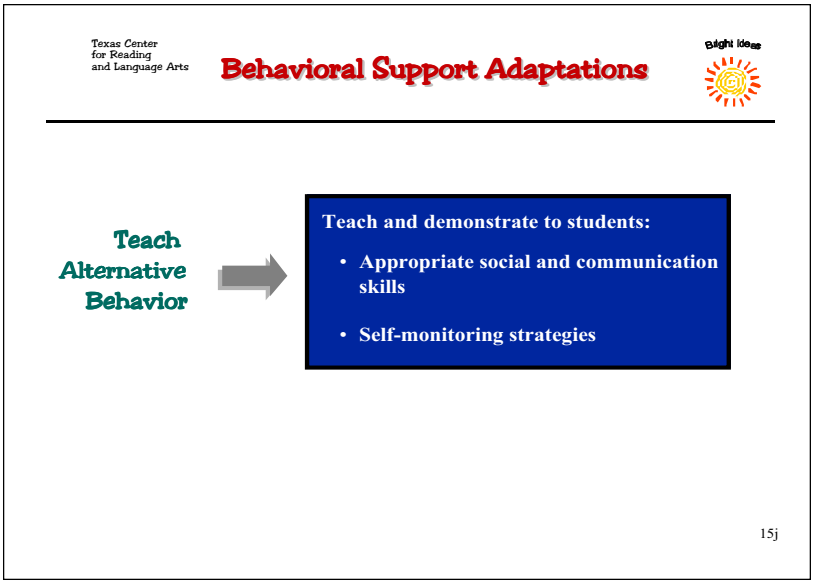
Bright Ideas

Behavioral Support Adaptations (cont.)

Bright Ideas

Behavioral Support Adaptations

Overhead #15j



- Use Overhead #15j to discuss the teaching of alternative behavior.
- Explain that effective behavioral support focuses on teaching students appropriate alternative behaviors. Modeling and then having the student practice the new behavior will help build alternative positive behaviors.
- Use the following example, your own, or elicit examples from participants.

  > Johnny may tantrum because he doesn't have the skills to communicate his frustration. Teachers can replace the tantrum behavior by teaching Johnny how to communicate this frustration (e.g., "I'm trying, but it's too hard." "Don't understand. Need help.").

- Tell participants that students may need to build social and communication skills (e.g., taking turns, cooperative strategies). Identify specific skills and teach them during routine activities. If students are taught using specific programs (e.g., Peacebuilders, Skillstreaming), it is important that the skills are practiced and generalized across settings. Work with the special education teacher to support the social and communication skills that are being targeted so that they generalize across classes.
- Mention that self-regulation helps students monitor their behavior (e.g., stop-look-listen; first I do. . ., then I . . .). Use self-report point cards and checklists that reflect the students' individual goals.

Overhead #15j (cont)

Extended Workshop:

If time permits, have participants work in small groups. First, have each group identify a problem behavior. Have them state it so that it is observable and measurable. Second, have participants discuss potential and common factors that are associated with problem behavior in classroom settings (e.g., length or difficulty of task, too many problems per sheet, not able to get teacher's attention, nonpreferred task, no choice making). Third, have participants identify ways to modify these factors to prevent problem behavior from occurring.

Or

Have participants work in small groups. Have one of the group participants describe a student and the problem behavior(s). Then ask participants to identify (a) the factors that elicit problem behavior(s), and (b) ways to modify those factors to prevent problem behavior(s).

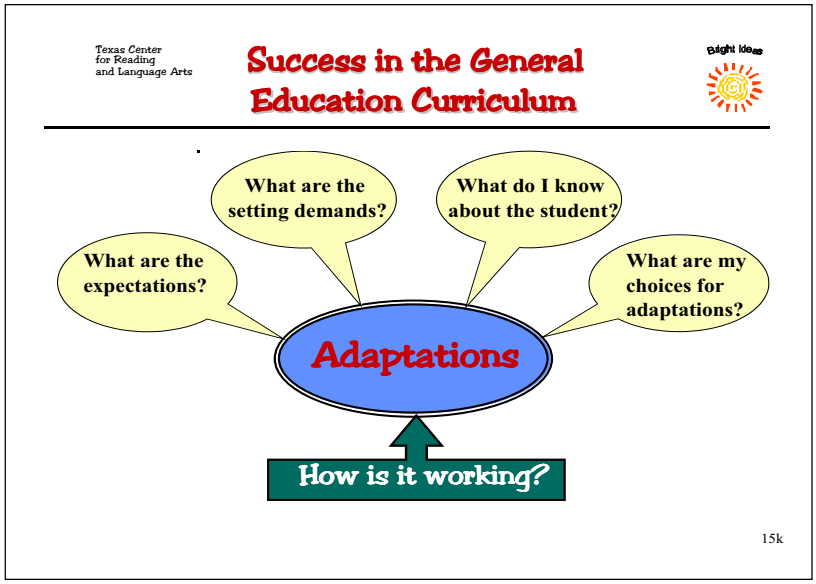
Bright Ideas

Behavioral Support Adaptations (cont.)

Bright Ideas

Success in the General Education Curriculum

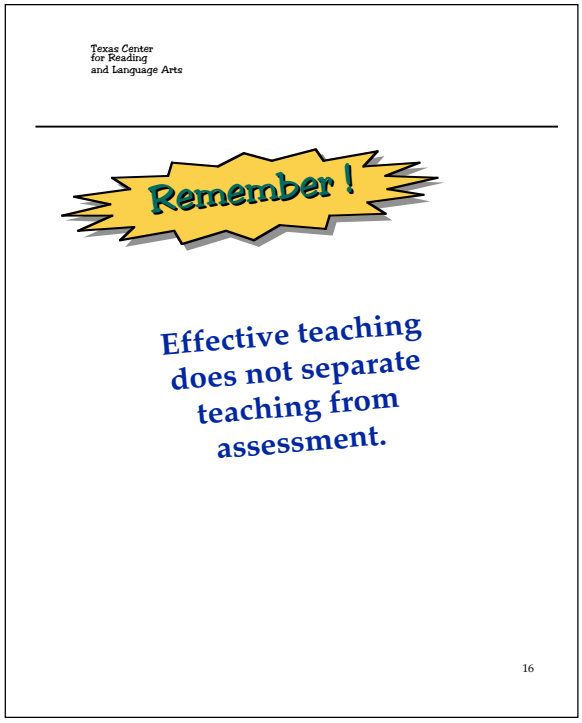
Overhead #15k



- Use Overhead#15k to conclude this discussion on making adaptations for struggling readers and writers.
- Review the four adaptation questions with participants. Discuss how answering these four questions assists teachers in selecting adaptations. Recommend collaboration among specialists.
- Explain that a final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. Explain that this is an important key to student's success in the general education curriculum.
- Encourage participants to think about making adaptations as they continue to complete the workshop. (Putting self-sticking notes on chart paper activity can be continued.)

(Bryant & Bryant, 1998)

Overhead #16



The Relationship Between Teaching & Progress Monitoring

- Use Overhead #16, to remind participants that monitoring progress is ongoing and is not separate from teaching.

Activity 3

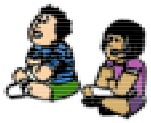
• Guide participants in Group Activity 3.

Overhead #17

Activity 3 — Guess the Word

Purpose: *To demonstrate how sounds can be blended into spoken words.*

Materials: *Pictures of words.*



Description:

1. Hang pictures on board.
2. First tell the students: "Guess the word I'm saying. It's one of these pictures." *(Begin with words that start with stretched sound, e.g., sssnnnaaake and work up to individual phonemes, e.g. b-a-t).*
3. When the children guess "snake," call on a child to show the picture with the word printed at the bottom. Repeat the game with other sets of pictures.

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Activity 4

• Guide participants in Group Activity 4.

Overhead #18

Activity 4 — Segmentation

Purpose: *To understand that words can be conceptualized as a collection of parts.*

Description:

1. Begin by saying each child's name. Then say the name in syllables, clapping for each beat.
2. Have children clap the syllables in the names of objects around the room.
3. Similar segmentation activities could be done with sentences into words, e.g. Bill-ran-across-the-street-to-get-the-ball, and words with phonemes, e.g. s-t-o-p.

Example:

tur — tle

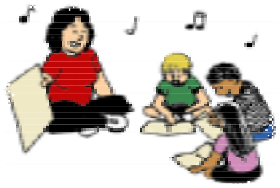
18

Overhead #19

Activity 5

First Sound Song

Purpose: *To remember words, phrases, and sounds, and to identify the first sound in words.*



Description:

1. Sing the "First Sound Song" to the tune of "Old MacDonald Had a Farm."
2. Have the children learn the verses.
3. Then, encourage them to change and propose new words.
4. At the end of a verse, repeat the words and ask children to identify the first sound.

Lyrics:

What's the sound that starts these words: turtle, time and tree? /T/ is the sound that starts these words turtle time and tree. With a /t/ /t/ here and a /t/ /t/ there, here a /t/, there a /t/, everywhere a /t/ /t/. /T/ is the sound that starts these words: turtle, time and tree.

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Activity 5

- Guide participants in Group Activity 5.

Overhead #20

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Summing Up

Phonological Awareness is important because:

- It is predictive of reading success.

Teachers evaluate student progress:

- On a continual basis.
- In order to make curriculum and instructional modification.

Phonological Awareness can be taught:

- With activities such as blending, segmenting and rhyming.
- At various times during the day, both formally and informally.

20

Summing Up

- Use Overhead #20 to conclude the workshop.
- Summarize the main points and note the importance of having phonological awareness in every student's repertoire.

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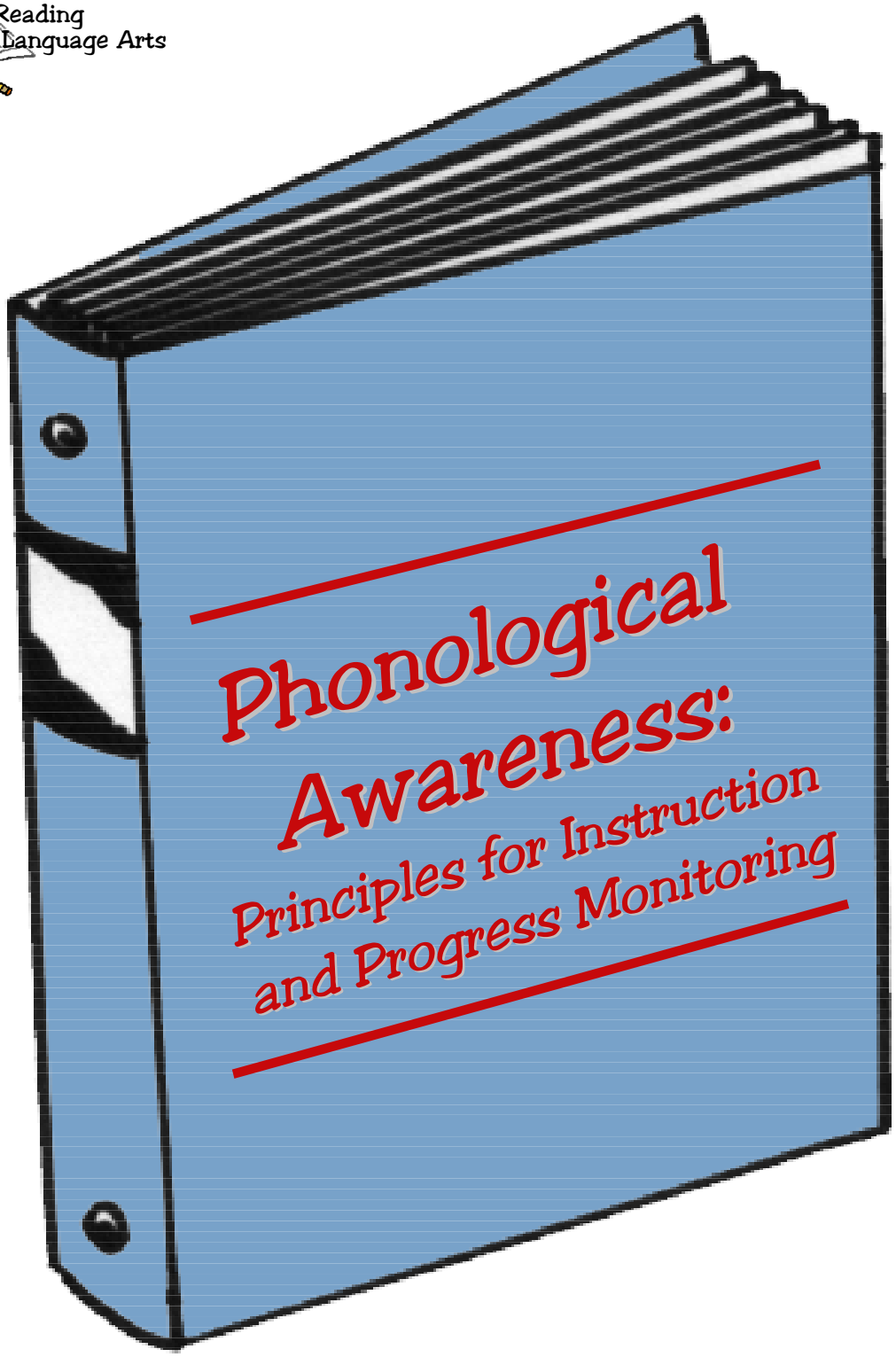

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College of Education at the University of Texas at Austin
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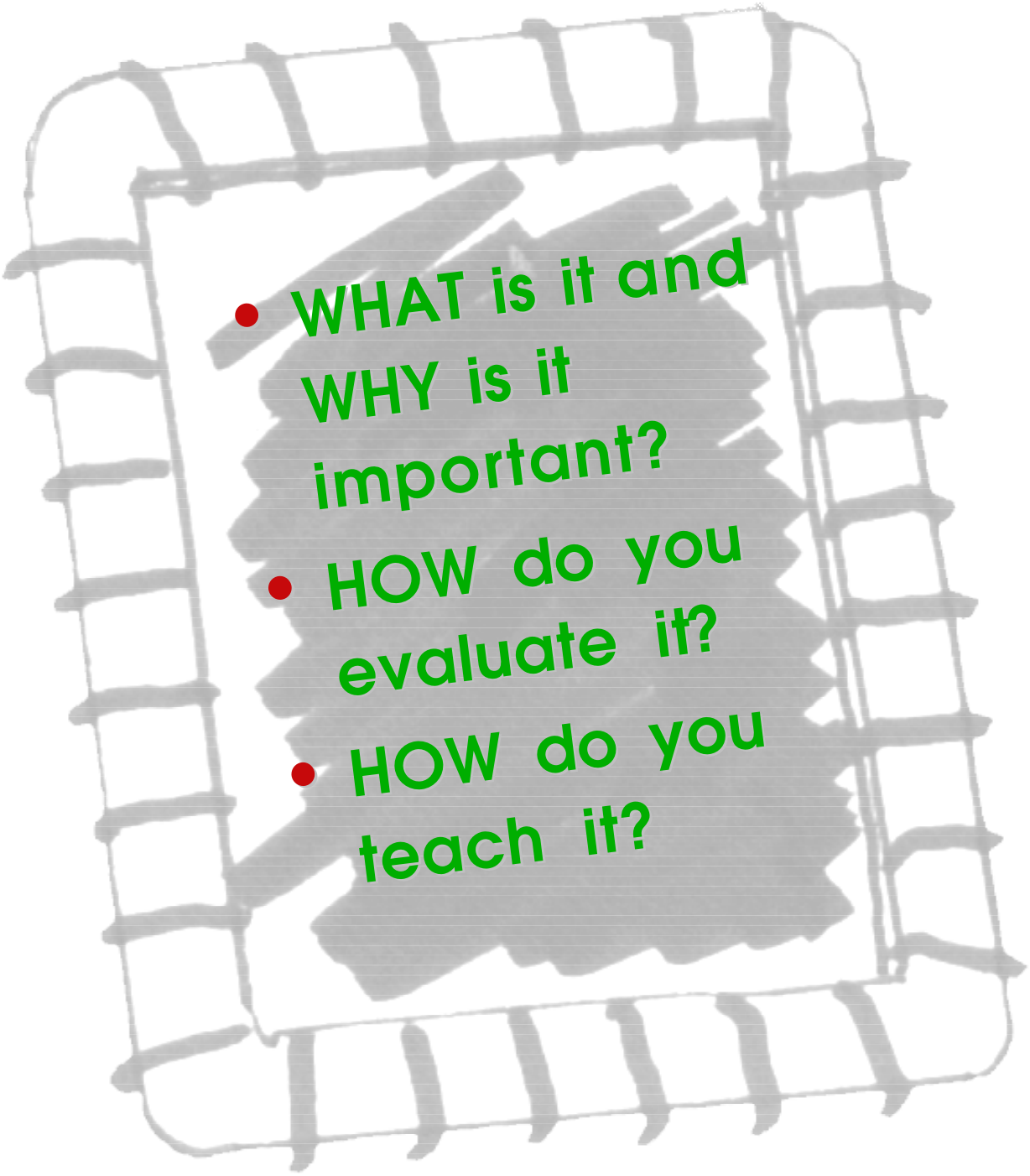
Phonological Awareness



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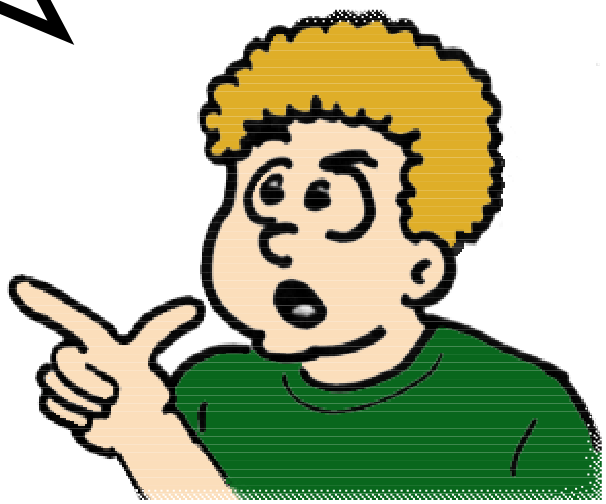
Phonological Awareness

WHAT is it?

Involves understanding the different ways in which spoken language can be broken down and manipulated.



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Phonological Awareness is Aural

Bright Ideas

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Phonological Awareness

WHY is it Important?

Research

- Acquisition of phonological awareness is an important factor in learning to read and spell.
- This collection of skills can be taught prior to and during reading instruction.
- Teaching these skills will improve reading and spelling abilities.
- Phonological awareness will facilitate children's learning of the alphabetic principle by drawing their attention to the sounds that are related to individual letters.

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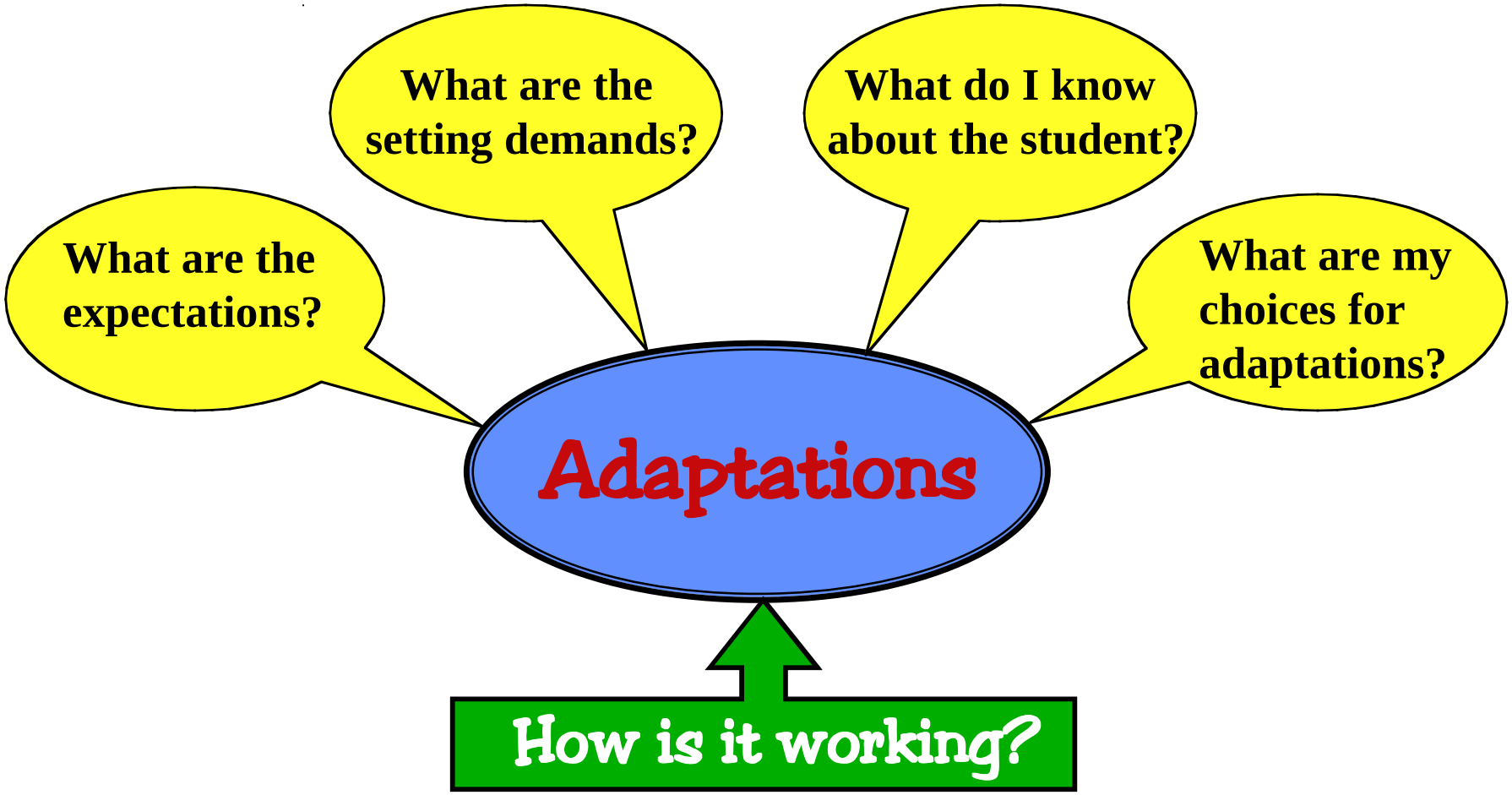
Success in the General Education Curriculum

Bright Ideas



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Bright Ideas

Student Success

Instructional Design Adaptations

Behavioral Support Adaptations

Instructional/ Curricular Adaptations

Positive Learning Community and Access to the General Education Curriculum

Adaptations Activity

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Instructional Design Adaptations
Know Your Student

Bright Ideas

- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**

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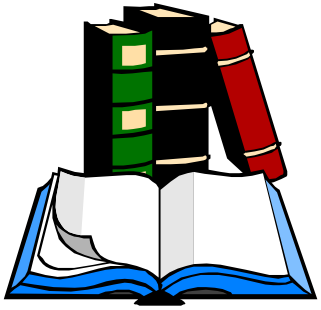
Instructional and Curricular Adaptations

Bright Ideas

Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:



- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

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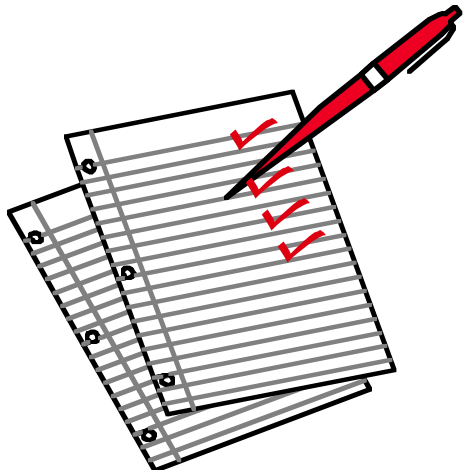
Behavioral Support Adaptations

Bright Ideas

Strategies that increase appropriate student behaviors:

- **Provide structure and be consistent**
- **Use proactive teaching**
- **Teach alternative behaviors**



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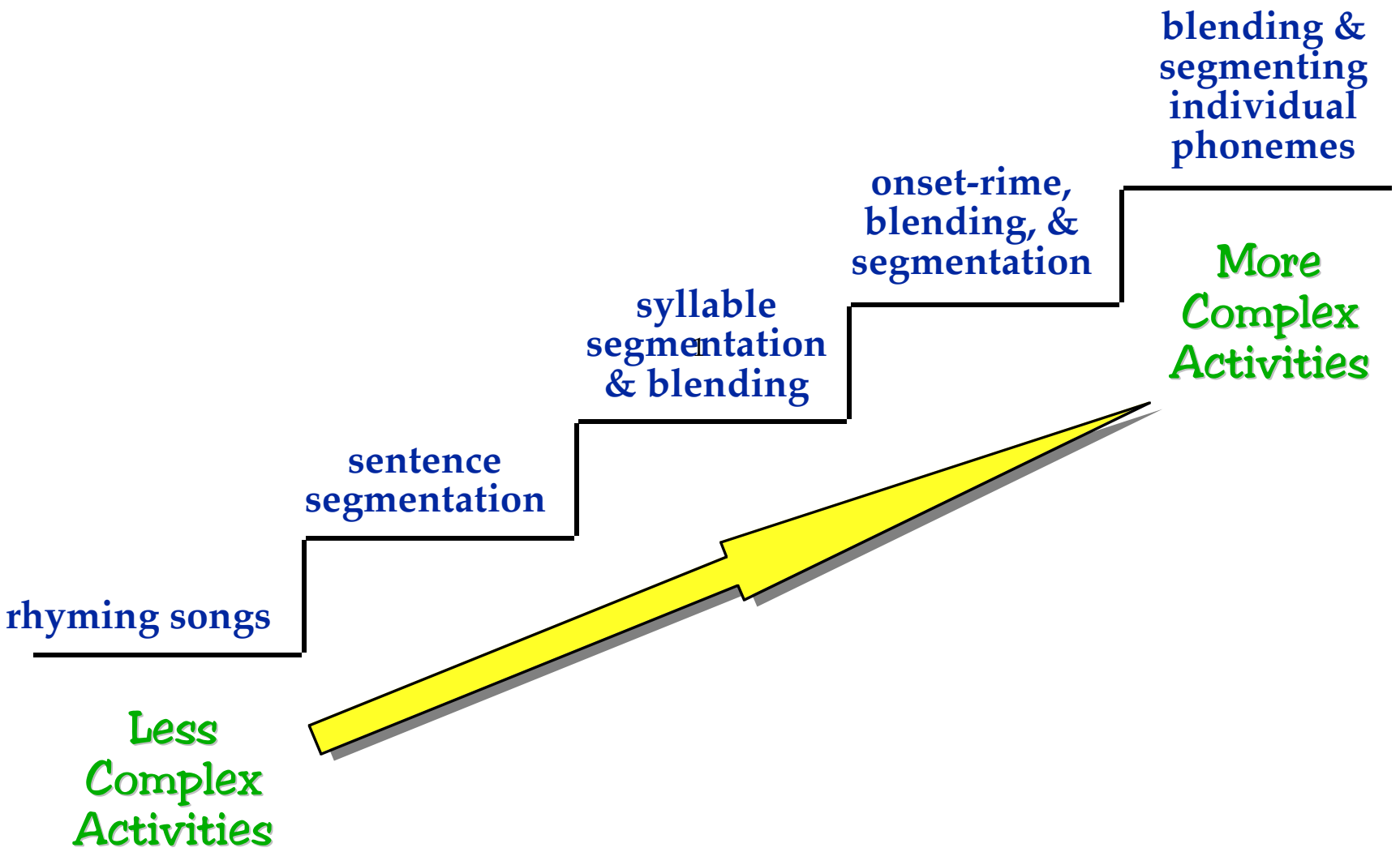
Phonological Awareness Concepts Continuum



Phonological Awareness: Blending, Segmenting, and Manipulating Individual Phonemes

Simplifying More Complex Activities for Struggling Readers:

More complex activities

- Blending
- Segmenting
- Manipulating

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Is Phonological Awareness...

...the same as Phonemic Awareness?

NO !!!

Phonemic Awareness is just one type of phonological awareness, defined as the ability to notice, think about, or manipulate the individual sounds in words (phonemes)

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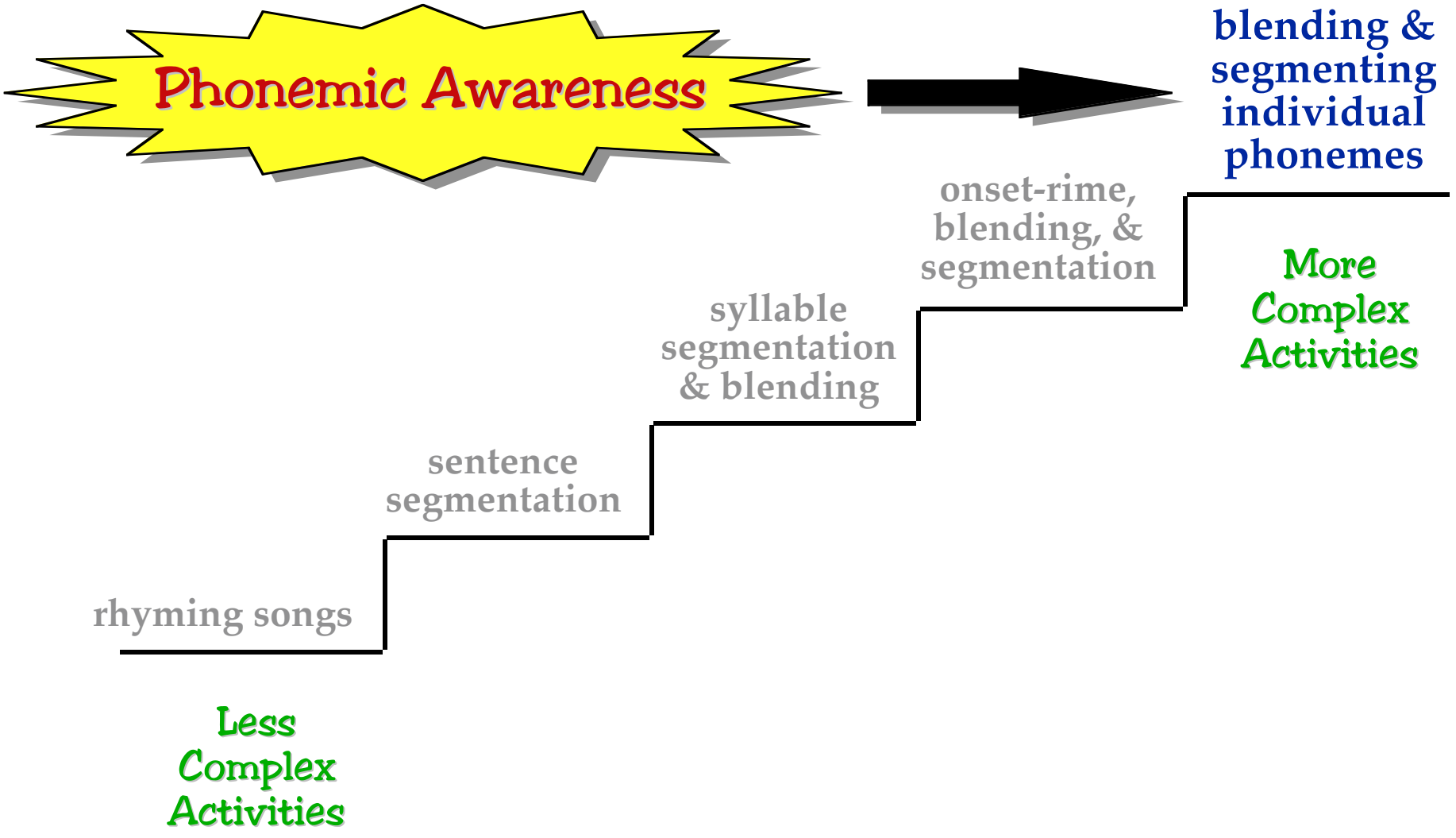
Phonological Awareness Concepts Continuum



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What is a Phoneme?

The smallest unit of sound in a word that makes a difference in its meaning.

"man"

m ..... **a** ..... **n**

1st phoneme 2nd phoneme 3rd phoneme

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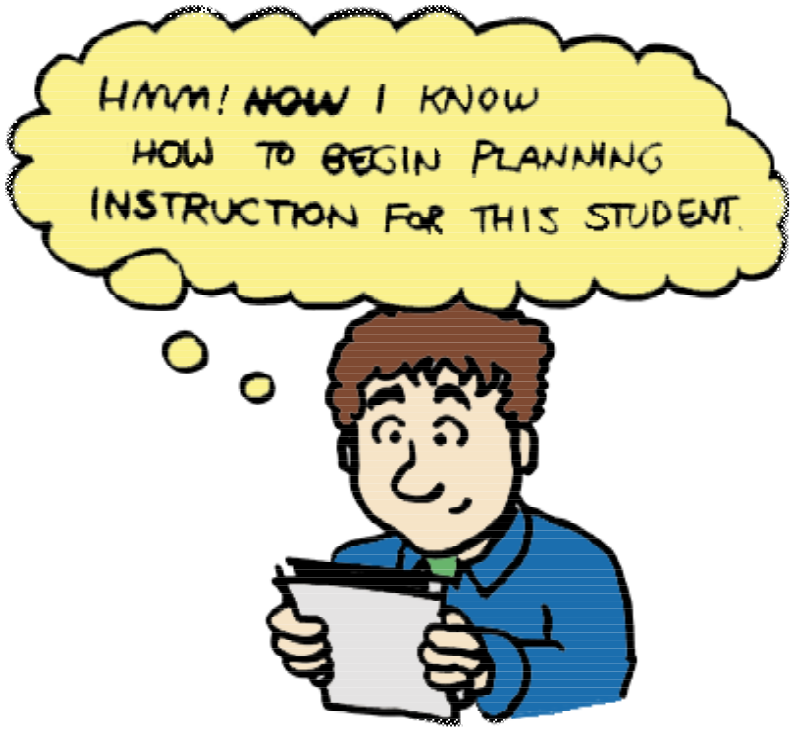
Implications for...

...Phonological Awareness Instruction

- **Many children benefit from explicit instruction in phonological awareness beginning in kindergarten.**



- **Those who progress slowly in phonological awareness activities should receive special attention.**

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Texas Essential Knowledge & Skills, K-1

The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).

The student. is expected to:

(a) demonstrate the concept of word by dividing spoken sentences into individual words;

(b) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words;

(c) produce rhyming words and distinguish rhyming words from non-rhyming words;

(d) identify and isolate the initial and final sound of a spoken word;

(e) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word; and

(g) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds.

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Monitoring Progress of Phonological Awareness

Remember !

- Some children will have acquired phonological awareness by mid-kindergarten, but many won't.
- For instructional planning, it's important to determine what children know and to monitor what they learn.
- Informal instruction and assessment should be ongoing.

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Example of a Monitoring Tool

Instructional Dipsticks

Student	Rhyming	Blending	Segmenting
Matt			
Ashley			
Brooke			

Success Indicator

2: The child consistently blends words correctly and pronounces them without distortion.

1: The child blends a few words correctly.

0: No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.

Activity 1

Blending

Task Definition:

Child blends three or four phonemes into words (e.g., s-a-t; m-a-n; p-l-a-n; c-a-m-p).

Example:

1. During informal activities (e.g. pretend play, drawing, looking at books) ask the child, "Guess this word."
2. Say the word in isolated phonemes ["S-a-t;" "m-a-n," "p-l-a-n," "c-a-m-p"].
3. Have the child pronounce the word normally ["Sat"].

Scoring

2: The child consistently blends words correctly and pronounces them without distortion.

1: The child blends a few words correctly.

0: No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.

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Phonological Awareness: Integrating Adaptations for Students with Learning Disabilities

Bright Ideas

Objective: Students will be able to blend phonemes into words.

Case Study

Michael is six years, four months of age and a student in first grade. He is an excellent math student, but he is struggling with reading, has only a few sight words, and is unable to segment or blend even consonant, vowel, consonant (CVC) words. The class has been working on rhyming, blending, segmentation and initial sound identification for the first four months of the year. Most students are proficient with these skills. Michael receives his reading instruction including phonological awareness instruction in a group of four students, as well as with the class as a whole.

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Phonological Awareness: Integrating Adaptations for Students with Learning Disabilities

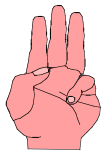
Bright Ideas

Objective: Students will be able to blend phonemes into words.

Possible Adaptations

- **Hold up one finger as each sound is said.**

- **Have students place fingers together as sounds are said and blended.**



- **Have students put hand in front of mouth so they can feel the breath produced by saying the word.**

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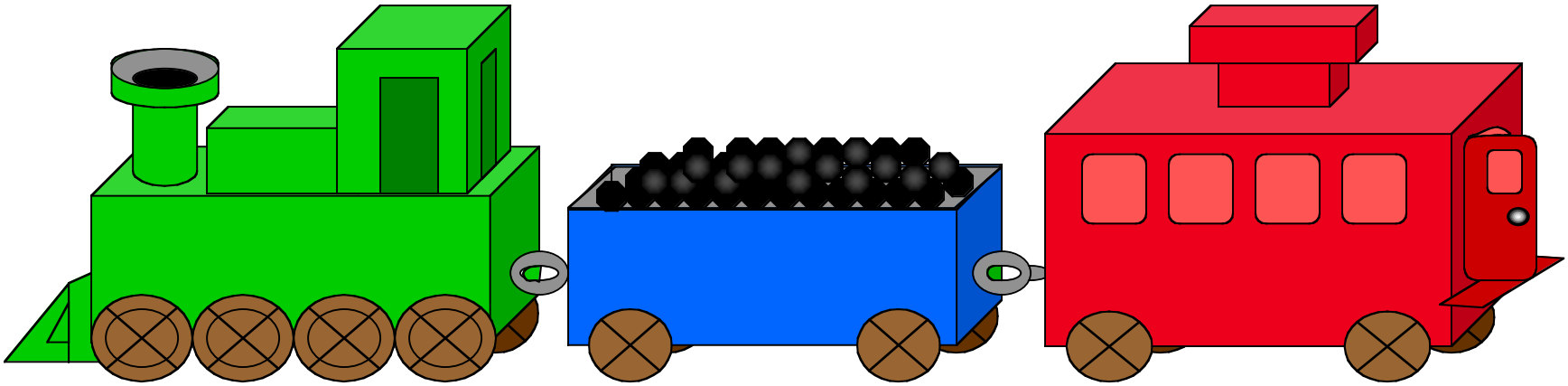
Phonological Awareness: Blending/Segmentation

Bright Ideas



Beginning | Middle | End

Activity 2

Segmentation

Task Definition:

Child separates words into onset-rime. Onset and rime (e.g., b-at) is an "instructional compromise" between the whole word and the phoneme.

Example:

1. During informal activities (e.g. pretend play, drawing, looking at books) ask the child to play a word game.

2. Give the child a word (e.g., Bob).

3. Ask the child to segment the word into onset and rime (e.g., B-ob; c-at).

Scoring

2: **The child consistently blends words correctly and pronounces them without distortion.**

1: **The child blends a few words correctly.**

0: **No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.**

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Teaching Phonological Awareness

Rhyming	What word rhymes with *cat*?
Blending	What word is this .../sh/ /oe/?
Phoneme Counting	How many sounds are in the word *box*?
Phoneme Segmentation	What sounds do you hear in *bus*?
Phoneme Deletion	What is left if the /t/ sound is taken from *cart*?

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Bright Ideas

Student Success

Instructional Design Adaptations

Behavioral Support Adaptations

Instructional/ Curricular Adaptations

Positive Learning Community and Access to the General Education Curriculum

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Instructional Design Adaptations
Know Your Student

Bright Ideas

- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**

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Instructional Design Adaptations
Know Your Students

Bright Ideas

Plan for Adaptations

- Establish expectations
- Identify setting demands
- Consider needs of learners
- List adaptations and resources
- Develop and gather resources

Access Resources

- Use special materials
- Obtain special equipment
- Consult among special and general educators and specialists

Collaborate

- Focus on IEP and general education curriculum
- Agree on student's goals
- Share responsibilities
- Problem solve and provide support for each other

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Instructional Design Adaptations
Know Your Students (cont.)

Bright Ideas

Integrate Technology

- Computer-assisted instruction
- Writing tools
- Communication devices
- Internet

Assess Learning

- Assess learning needs and levels
- Set goals

Monitor Student Progress

- Provide on-going monitoring
- Give frequent and immediate feedback

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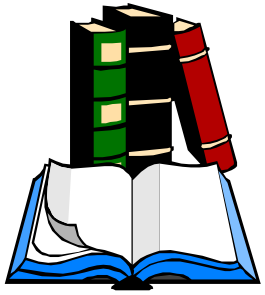
Instructional and Curricular Adaptations

Bright Ideas

Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:



- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

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Instructional and Curricular Adaptations

Bright Ideas

Make Learning Visible and Explicit

- Use modeling and "think alouds"
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues

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Instructional and Curricular Adaptations

Bright Ideas

Provide Multiple Ways To Demonstrate Learning

Examples:

- **Advertisement**
- **News release**
- **Web or map**
- **Comic strip**
- **Collage**
- **Diorama**

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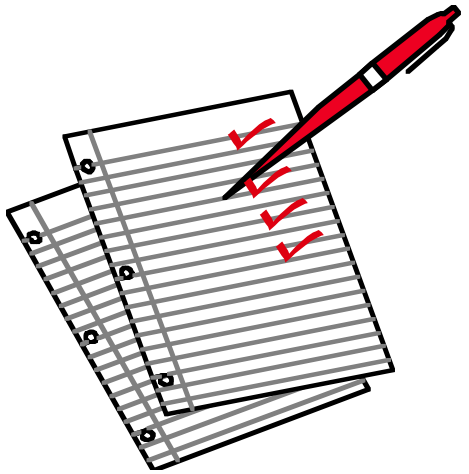
Behavioral Support Adaptations

Bright Ideas

Strategies that increase appropriate student behaviors are:

- **Provide structure and be consistent**
- **Use proactive teaching**
- **Teach alternative behaviors**



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Behavioral Support Adaptations

Bright Ideas

Provide Structure and Be Consistent

- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

Use Proactive Teaching

- Gain student's attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
  - Catch them when they're learning
  - Catch them being good
  - Identify reasons for problem behavior
  - Modify factors eliciting problem behavior

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Behavioral Support Adaptations

Bright Ideas

Teach Alternative Behavior

Teach and demonstrate to students:

- **Appropriate social and communication skills**
- **Self-monitoring strategies**

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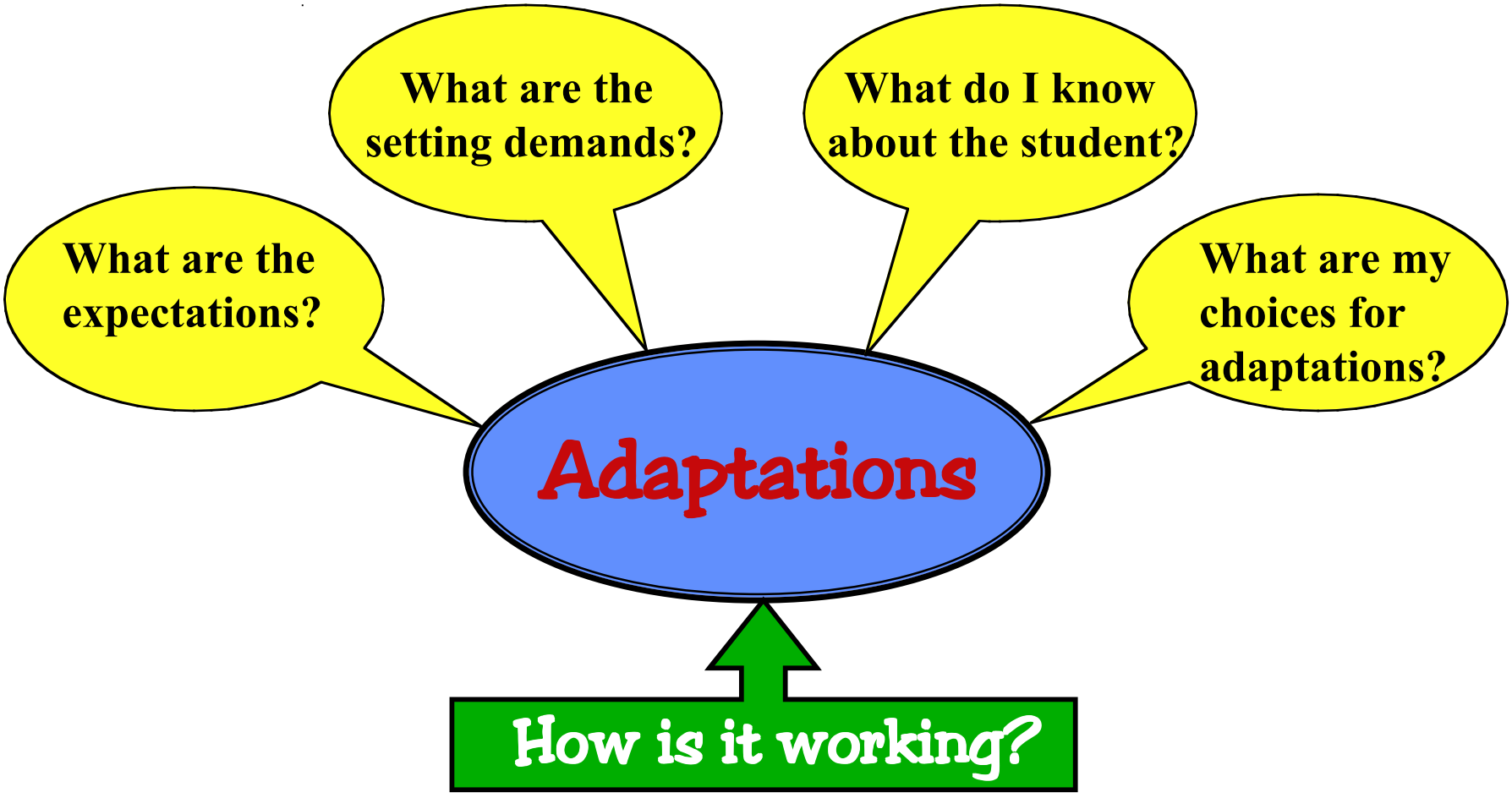
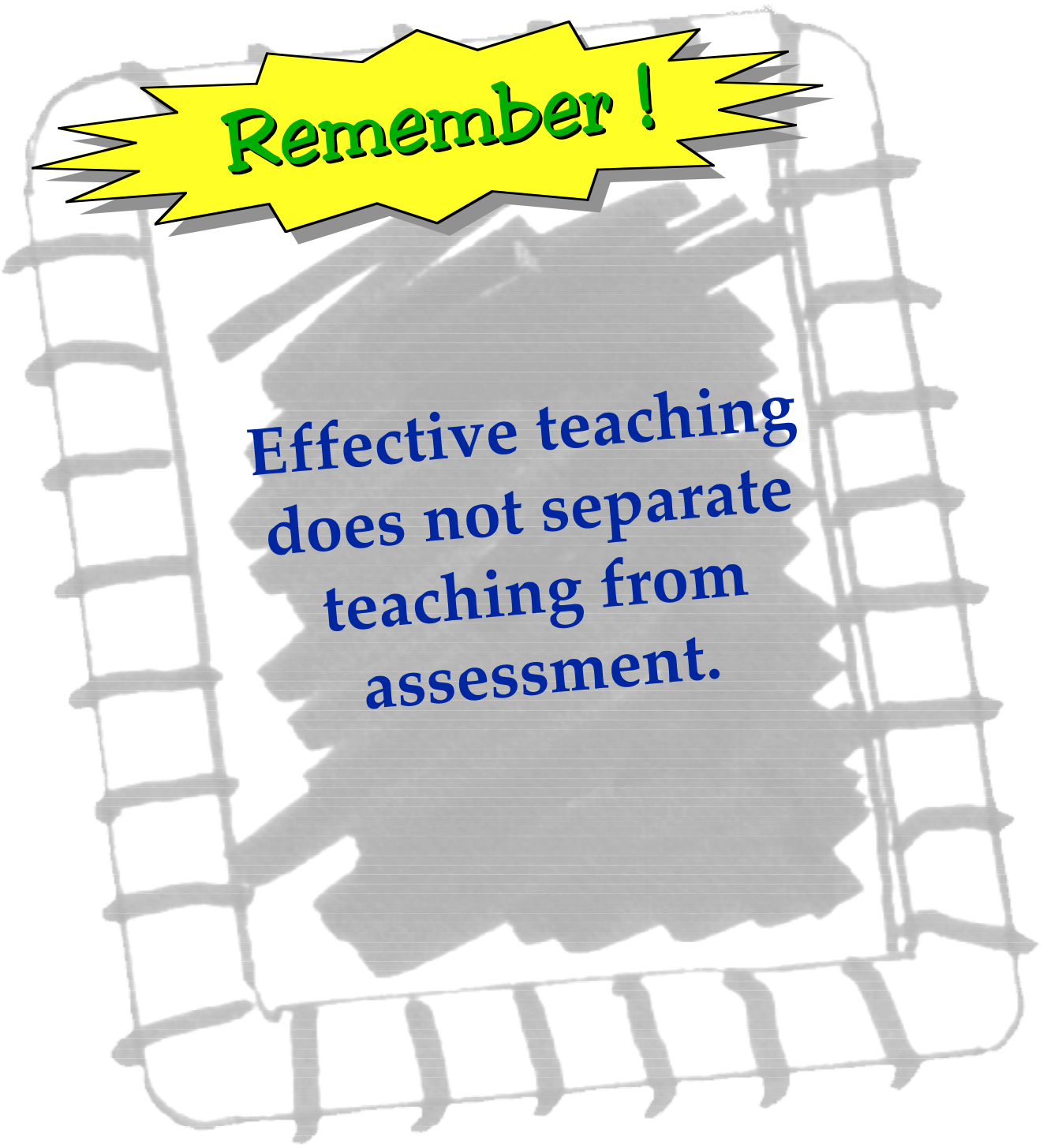
Success in the General Education Curriculum

Bright Ideas




Remember !
Effective teaching does not separate teaching from assessment.

Activity 3

Guess the Word

Purpose: *To demonstrate how sounds can be blended into spoken words.*

Materials: *Pictures of words.*

Description:

1. **Hang pictures on board.**

2. **First tell the students: "Guess the word I'm saying. It's one of these pictures."** ***(Begin with words that start with stretched sound, e.g., sssnnnaaake and work up to individual phonemes, e.g. b-a-t).***

3. **When the children guess "snake," call on a child to show the picture with the word printed at the bottom. Repeat the game with other sets of pictures.**

Activity 4

Segmentation

Purpose: *To understand that words can be conceptualized as a collection of parts.*

Description:

1. Begin by saying each child's name. Then say the name in syllables, clapping for each beat.
2. Have children clap the syllables in the names of objects around the room.
3. Similar segmentation activities could be done with sentences into words, e.g. Bill-ran-across-the-street-to-get-the-ball, and words with phonemes, e.g. s-t-o-p.

Example:

tur — **tle**

Activity 5

First Sound Song

Purpose:

To remember words, phrases, and sounds, and to identify the first sound in words.

Description:

1. Sing the "First Sound Song" to the tune of "Old MacDonald Had a Farm."
2. Have the children learn the verses.
3. Then, encourage them to change and propose new words.
4. At the end of a verse, repeat the words and ask children to identify the first sound.

Lyrics:

What's the sound that starts these words: turtle, time and tree? /T/ is the sound that starts these words turtle time and tree. With a /t/ /t/ here and a /t/ /t/ there, here a /t/, there a /t/, everywhere a /t/ /t/. /T/ is the sound that starts these words: turtle, time and tree.

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Summing Up

Phonological Awareness is important because:

- It is predictive of reading success.

Teachers evaluate student progress:

- On a continual basis.
- In order to make curriculum and instructional modification.

Phonological Awareness can be taught:

- With activities such as blending, segmenting and rhyming.
- At various times during the day, both formally and informally.

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Handout
Use with
OH #4d, #15c

Suggestions for Adaptations

Presentation Techniques	Practice Techniques	Assignments/Tests
• Make learning visible and explicit • Use modeling • Use clear, simple directions • Adjust pacing • Highlight key information • Reduce amount of information/skills taught • Check frequently for understanding • Use study guides, semantic maps, graphic organizers • Activate background knowledge • Allow alternative ways to demonstrate learning	• Use peer and cross-age tutoring • Use cooperative learning • Use games • Use manipulatives • Use more frequent practice on less information/skills • Use computer programs • Ensure mastery before moving onto next skill • Provide additional practice • Provide a variety of practice opportunities (e.g., manipulative, problem solving, explanations)	• Reduce assignment/test (only what is necessary to demonstrate mastery) • Allow alternative ways to demonstrate learning • Use cooperative projects • Provide extra time • Divide projects into steps with students submitting and receiving feedback for each step • Use individual contract • Break assignments into smaller chunks, students complete one chunk, get feedback, and complete next chunk • Use alternative exam formats (e.g., oral exam, objective rather than essay)
Textbooks/Materials	**Content**	**Behavior/Classroom Management**
• Highlight key points/concepts • Provide books on tape with study guides • Reduce amount of reading • Use shared reading or peers to read to student • Provide study guides • Highlight directions • Use high interest/controlled vocabulary books • Use trade/textbooks written at various levels	• Use task analysis to divide task into smaller steps • Identify and check to see if students have prerequisite skills • Teach the vocabulary of instruction (e.g., direction words) • Teach technical vocabulary • Relate concepts to each other using organizers such as semantic maps	• Be consistent and provide structure • Establish clear rules, routines, and expectations • Inform students of consequences • Use logical consequences • Recognize and reinforce appropriate behavior and learning • Teach alternative behaviors for inappropriate behaviors • Check that work is at the students' instructional levels

Activity 1

Blending

Task Definition:

Child blends three or four phonemes into words (e.g., s-a-t; m-a-n; p-l-a-n; c-a-m-p).

Example:

1. During informal activities (e.g. pretend play, drawing, looking at books) ask the child, "Guess this word."
2. Say the word in isolated phonemes ["S-a-t;" "m-a-n," "p-l-a-n," "c-a-m-p"].
3. Have the child pronounce the word normally ["Sat"].

Scoring

2: **The child consistently blends words correctly and pronounces them without distortion.**

1: **The child blends a few words correctly.**

0: **No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.**

Handout
Use with
OH # 13

Texas Center for Reading and Language Arts

Handout
Use with
OH 13a, 13b & 13c

Phonological Awareness:
Integrating Adaptations for Students with Learning Disabilities

Objective:

Students will segment sounds (phonemes) in CVC words.

Materials:

Toy train and other manipulatives (i.e. buttons, coins)

Procedure for Segmentation

1. Select one word from a CVC word family (e.g., cat, rat, bat, sat; fun, sun, run; dog, log, fog, bog; can, pan, man, fan).

2. Say the word and then say the sounds in the first word slowly. Touch the cars of the toy train using the engine to represent the initial sound, the coal car to represent the medial sound, and the caboose to represent the final sound in the word.

3. Repeat this several times, touching the appropriate train cars with each demonstration.

4. Select a new word from the word family and demonstrate using the new word.

5. Once students have become familiar with the use of the toy train guided practice can begin. Students can color and cut out the Handout, "Toy Train" working in small groups. The teacher says the word *cat* and asks the students to say the individual sounds in the word while separating the train cars.

Extensions

The train can also be used to demonstrate blending and manipulation. If the student also has letter/sound correspondences the train can also be used to associate written letters with a phoneme. Use stick-on notes with a letter printed on each one and adhere one letter to each toy train car. When manipulating initial sounds, one letter can be removed and replaced with another to demonstrate substitution and the creation of a new word. This can also be completed with middle and final sounds.

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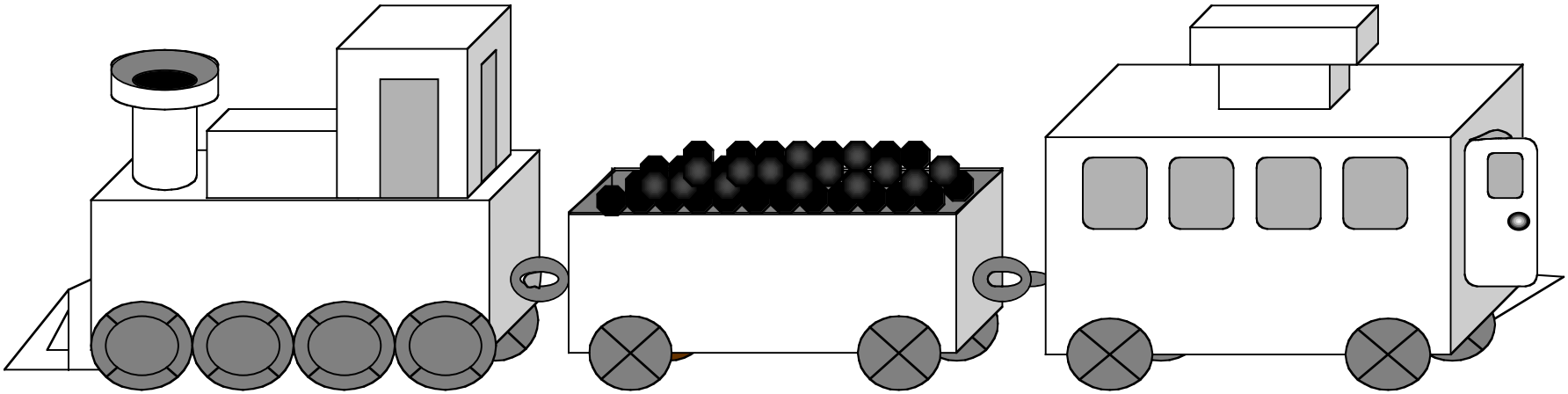
Toy Train



Beginning

Middle

End

Handout
Use with
OH #13c

Activity 2

Segmentation

Task Definition:

Child separates words into onset-rime. Onset and rime (e.g., b-at) is an "instructional compromise" between the whole word and the phoneme.

Example:

1. During informal activities (e.g. pretend play, drawing, looking at books) ask the child to play a word game.

2. Give the child a word (e.g., Bob).

3. Ask the child to segment the word into onset and rime (e.g., B-ob; c-at).

Scoring

2: **The child consistently blends words correctly and pronounces them without distortion.**

1: **The child blends a few words correctly.**

0: **No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.**

Handout
Use with
OH # 14

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Handout
Use with
OH #15c

Related Service Personnel

Specialist	Possible duties
Speech Language Pathologist	Helps students with speech and language disorders; conducts speech and language evaluation.
Vision Educator	Assesses student's visual skills to determine eligibility; procures adaptive material; trains students in specific adaptive skills; provides teacher, agency, parent consultation/ coordination.
Audiologist	Assesses hearing loss and auditory problems; provides auditory training; supports assistive technology.
Licensed Physical Therapist (LPT) Licensed Physical Therapist Aides (LPT Aides)	Implements postural and gross motor interventions.
Occupational Therapist	Directs activities that improve fine motor muscular control and develop self-help skills.
School Psychologist	Evaluates individual student learning abilities; provides behavioral interventions.
Rehabilitation Counselor	Facilitates transition planning and evaluation of older students; specializes in the assessment of work potential and training needs of students.
Nurse	Coordinates medical screening; provides for medical needs (e.g., medication).
Social Worker	Collects information from the family; provides social and educational histories; conducts case studies.
Behavior Specialist	Designs behavior interventions; conducts functional assessments.
Orientation and Mobility Specialist (O&M)	Teaches students with visually impairments the skills needed to travel safely, efficiently, and independently.
Deaf/ Hard-of-Hearing Educator	Assesses impact of hearing loss on progress in the curriculum; procures and adapts materials to accommodate language level; provides direct instruction to hard-of-hearing students, and to other educators in strategies for communication and adapting curriculum.
Inclusion Teacher	Provides instruction to and supports students with special needs in general education classrooms using co-teaching and/or consultation.
Transition Specialist/Job Developer	Facilitates transitioning students with special needs from school-to-work or post-secondary setting; provides job training.
504 Coordinator	Coordinates and monitors 504 plans developed under Vocational Rehabilitation Act of 1974.

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Handout
Use with
OHs #15c-15d

Assistive Technology Devices

LISTED ITEMS
Cassette recorders
Audio taped instructions or books
Pencil grips
NCR paper/Copy machine
Adaptive switches
Head pointers
Picture boards
Optical character recognition software/scanner
Voice recognition software and peripherals
Speech synthesizers
Word processors with spelling and grammar checking
Augmentative communication devices
Alternative keyboards
Instructional software
Word prediction programs
Calculator
Spellcheckers
FM systems and hearing aids
Magnifying devices

Activity 3

Guess the Word

Purpose: *To demonstrate how sounds can be blended into spoken words.*

Materials: *Pictures of words.*

Description:

1. **Hang pictures on board.**

2. **First tell the students: "Guess the word I'm saying. It's one of these pictures."** ***(Begin with words that start with stretched sound, e.g., sssnmnaaake and work up to individual phonemes, e.g. b-a-t).***

3. **When the children guess "snake," call on a child to show the picture with the word printed at the bottom. Repeat the game with other sets of pictures.**

Handout
Use with
OH #17

Activity 4

Segmentation

Purpose: *To understand that words can be conceptualized as a collection of parts.*

Description:

1. **Begin by saying each child's name. Then say the name in syllables, clapping for each beat.**
2. **Have children clap the syllables in the names of objects around the room.**
3. **Similar segmentation activities could be done with sentences into words, e.g. Bill-ran-across-the-street-to-get-the-ball, and words with phonemes, e.g. s-t-o-p.**

Example:

tur — **tle**

Handout
Use with
OH # 18

Activity 5

First Sound Song

Purpose:

To remember words, phrases, and sounds, and to identify the first sound in words.

Description:

1. **Sing the "First Sound Song" to the tune of "Old MacDonald Had a Farm."**
2. **Have the children learn the verses.**
3. **Then, encourage them to change and propose new words.**
4. **At the end of a verse, repeat the words and ask children to identify the first sound.**

Lyrics:

What's the sound that starts these words: turtle, time and tree? /T/ is the sound that starts these words turtle time and tree. With a /t/ /t/ here and a /t/ /t/ there, here a /t/, there a /t/, everywhere a /t/ /t/. /T/ is the sound that starts these words: turtle, time and tree.

Handout
Use with
OH # 19

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Resources

Representative products (not necessarily recommended)

Ladders to Literacy
Grade: Kindergarten
This activity book is designed to work on preacademic skills, early literacy development as children learn to recognize letters, match sounds to letters and develop phonological awareness skills.
Publishers: Paul H. Brooks Publishing Co.
Phone: (800) 638-3755

Launch into Reading Success through Phonological Awareness Training
Grade: Kindergarten
The program was designed to provide support in the development of phonological awareness in Kindergarten children who are at risk for reading failure. The program contains 66 activity lessons, most of which are designed for small group instruction.
Authors: Bennet, L. & Ottley, P.
Publisher: Creative Curriculum Inc.
Phone: (604) 876-6682

Phonemic Awareness and the Teaching of Reading
This brochure contains a position statement from the International Reading Association and presents several key questions along with research-based answers. Request a free copy of publication #1025-448 by sending a self-addressed stamped envelope to the following address:

International Reading Association
800 Barksdale Rd.
P. O. Box 8139
Newark, DE 19714-8139

Phonemic Awareness in Young Children: A Classroom Curriculum
Grades: K-1
This program consists of 51 different activities with sequencing guidelines. The activities include listening games, rhyming activities, syllabification and phoneme-letter activities.
Author: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T.
Publisher: Brooks Publishing Co.
Phone: (800) 638-3755

Resources (cont.)

Representative products (not necessarily recommended)

The Phonological Awareness Kit
Grades: K-3
This program was developed to improve word attack and early spelling skills through a two-part approach that combines phonetically-controlled reading and spelling activities with phonological awareness tasks. It introduces rhyming, segmenting syllables and sounds, sound placement and blending, and repeating multisyllable words, and is designed as a supplement to a reading program.
Author: Roberson, C., & Salter, W.
Publisher: LinguiSystems, Inc.
Phone: (800) 776-4332

Sound Start Teaching Phonological Awareness in the Classroom
Grades: Pre-K to 1
Designed to help classroom teachers build phonological awareness skills, this program contains activities for teaching rhyming, syllabification and phoneme awareness.
Author: Lenchner, O., & Podhajski, B.
Publisher: Stern Center for Language
Phone: (800) 541-9588

Sounds Abound: Listening, Rhyming, & Reading
Grades: PreK-3
This program targets listening, rhyming skills, speech sound awareness, and blending and segmenting sounds, as students practice putting sounds together with letters. Reproducible activities for class and homework, lists of other resources, and pre- and post-tests are included.
Authors: Catts, H., & Vartiatinen, T.
Publishers: LinguiSystems, Inc.
Phone: (800) 776-4332