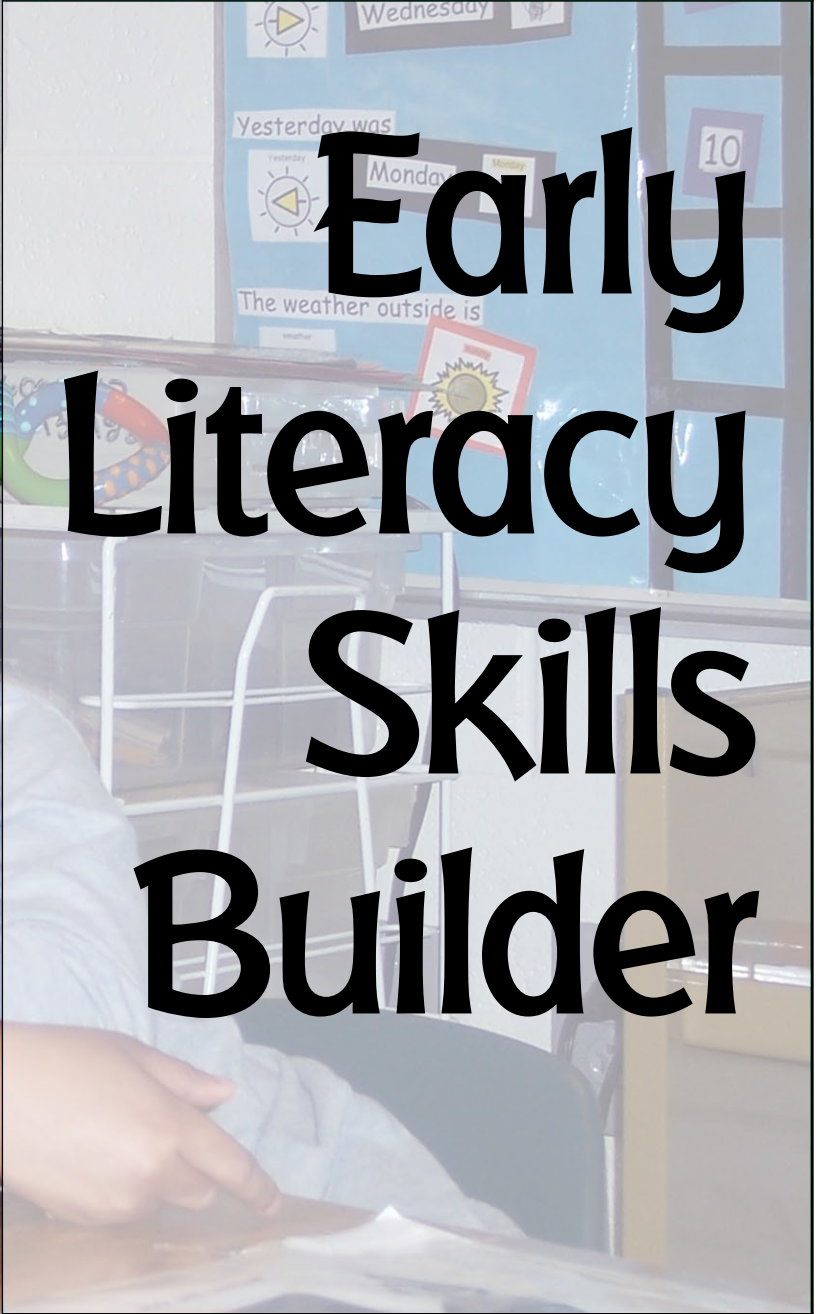




Shipping
Fall 2007

Attainment's



Early Literacy Skills Builder

EL-S10 \$695

The first and only scientifically based literacy intervention program for children with autism or significant cognitive disabilities



Research Foundations

Early Literacy Skills Builder (ELSB) is based on exhaustive analyses of published research on reading acquisition. The National Reading Panel Report (NRP) provided strong evidence that **phonemic awareness**, phonics, vocabulary development, and comprehension are among the essential components of a successful reading program. In addition, Dr. Diane Browder directed an analysis of 128 studies on teaching reading to students with cognitive disabilities, which indicated the effectiveness of using systematic instruction techniques to teach **sight words**. ELSB accommodates the research from both analyses by including the NRP components and systematic instruction techniques.



Dr. Diane Browder

Coauthors

Susan Gibbs

Lynn Ahlgrim-Dezell

Ginevra Courtade

Angel Lee

NRPs Critical Components

- Phonemic awareness
- Alphabetic understanding
- Vocabulary
- Comprehension
- Accuracy and fluency of connected text

Browder's Research Analysis

- Review of 128 studies on reading and disabilities
- Strongly supports systematic instruction
- Ample evidence of sight word success
- Additional components required for actual reading

ELSB Research

Five-year ongoing research project—two years completed

ELSB research is conducted by Project RAISE* at the University of North Carolina-Charlotte. Fifty students with significant developmental disabilities have received daily ELSB instruction in the Charlotte-Mecklenburg School System.

A published research study (Browder 2007) on the first year of the project compared the ELSB to the Edmark Reading Program, which uses a sight word only approach. Here, students were randomly assigned to either the Edmark or ELSB group. The ELSB students had significantly higher scores on four measures.

- ELSB pre- and post-test
- Nonverbal Assessment of Literacy
(Phonics Skills and Conventions of Reading)
- Peabody Picture Vocabulary Test III
(Receptive Vocabulary)
- Woodcock Language Proficiency Battery
(Memory for Sentences)
(Letter Word Identification)

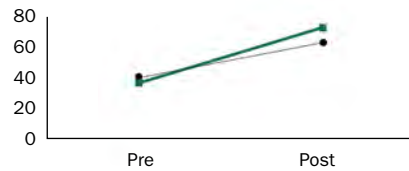
*More information about Project RAISE may be found at <http://education.uncc.edu/access/RAISEProject.htm>



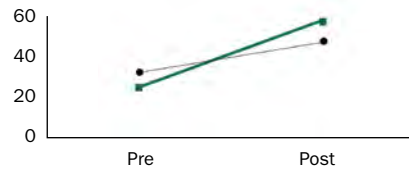
Comparing ELSB with Edmark

ELSB —
Edmark —

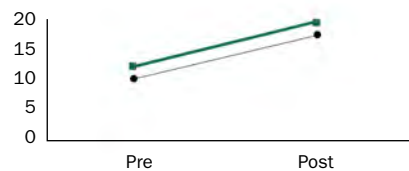
Nonverbal Literacy Assessment



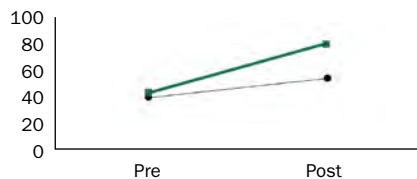
Phonics Skills



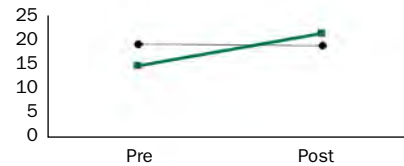
Conventions of Reading



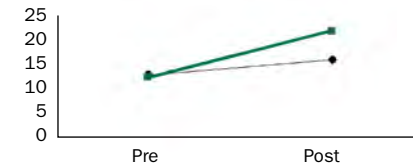
ELSB Student Assessment



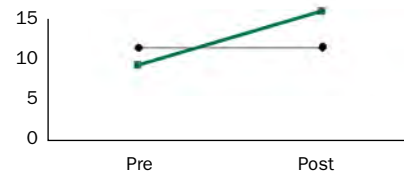
Peabody Picture Vocabulary Test III



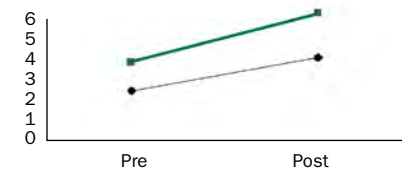
Woodcock Language Proficiency Battery



Memory for Sentences



Letter Word Identification



The data show that students using ELSB performed better on multiple measures than those in the Edmark Reading Program classrooms. ELSB integrates phonemic awareness, sight words, and story-based lessons. The Edmark Reading Program is a sight word only approach.

Underlying Principles

What's the Primary Goal?

To develop the skills and behaviors needed for students to succeed in a standard reading program.

Who's It For?

ELSB is a multi-year program for students ages 5–10 with:

- Autism
- Severe cognitive disabilities
- Moderate cognitive disabilities
- Multiple disabilities
- Mild disabilities who are English learners

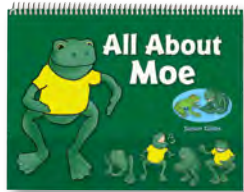


How Does It Work?

- ELSB has seven distinct levels, each with five structured lessons.
- Begin all students at Level One.
- Administer Level A if the student struggles with Level One.
- Set up small groups or teach one-on-one.
- Teach lessons daily in two 30-minute sessions.
- Modify your teaching to accommodate alternative response modes such as AAC devices or eye gaze boards.
- Reinforce skills by integrating Building with Stories activities.
- Assess students upon completion of each level.
- Move to next level when mastery is demonstrated.
- Repeat lessons as needed.
- Promote student to your school's standard reading program upon successful completion of Level Seven.

Curriculum Components

Attainment is the
SOLE SOURCE
vendor for ELSB
\$695



Easel story book
97 pages



Implementation Guide & PDF CD
174 pages



Moe puppet



DVD



Magnetic board
with star magnets



15 flashcards

LEVELS ONE & A	LEVELS TWO & THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX	LEVEL SEVEN
<p>120 pages</p>	<p>184 pages</p>	<p>96 pages</p>	<p>100 pages</p>	<p>100 pages</p>	<p>102 pages</p>
<p>118 pages</p>	<p>298 pages</p>	<p>168 pages</p>	<p>172 pages</p>	<p>198 pages</p>	<p>204 pages</p>
<p>174 pages</p>	<p>298 pages</p>	<p>174 pages</p>	<p>174 pages</p>	<p>198 pages</p>	<p>196 pages</p>

National Reading Panel Components

ELSB goes beyond sight words by integrating the key reading components recommended by the NRP

NRP Component	ELSB TARGET SKILLS		
	Early-Sequence	Mid-Sequence	Late-Sequence
Phonemic Awareness	Identify concept of word Begin initial consonant sounds	Identify initial and final consonant sounds	Segment and blend phonemes (phonemic awareness skills that will be used in beginning reading program)
Alphabetic Principle	Identify words using picture symbols	Identify letter-sound correspondences	Use pictures to demonstrate understanding when seeing letters and hearing letter sounds
Comprehension	Select a picture symbol/word for repeated story line	Select word for repeated story line	Identify character and setting, retell by sequencing symbols, and answer “who” and “what” questions
Vocabulary	Read some high frequency words	Read high frequency sight words	Read new vocabulary words using picture symbols and/or words



Instructional Concepts

ELSB is based on the principles of direct and systematic instruction. Direct instruction is a proven technique for teaching reading to students with learning disabilities. Systematic instruction, based on applied behavior analysis, is the most widely used approach for developing a wide range of skills in students with severe or moderate cognitive disabilities. Systematic instruction uses task analysis and data collection procedures to develop structured lesson plans.

Direct Instruction Features

- Teacher driven
- Small steps
- Guided practice
- Constant feedback
- Small groups or one-on-one

Systematic Instruction Process

- Set goals.
- Design procedure to attain goals.
- Implement procedure.
- Assess effectiveness.
- Move on or modify.

ELSB Incorporates

- Scripted lessons
- Least-prompt strategies
- Teachable objectives
- Built-in lesson repetition
- Ongoing assessments



Scope and Sequence: Overview

	LEVEL						
	One	Two	Three	Four	Five	Six	Seven
1. Read sight words taught using time-delay instruction	boy, girl, friend	me, is, friend	want, he, is, boy	my, are, is, me, want	like, give, are, friend, he	where, have, give, my, girl	was, does, have, where, like
Activity: Flashcard Game	Formula for introducing frequently used vocabulary words in K–1 reading curricula: <ul style="list-style-type: none"> • New words are introduced and maintained for a complete level. • Words are added back in for 1–2 successive lessons in subsequent levels. • Words are dropped again for 2–3 lessons. Words are added back in for at least 1 additional lesson.						
2. Point to sight words to complete sentences	Correct answer/1 distractor	Correct answer/1 distractor	Correct answer/2 distractors	Correct answer/2 distractors	Correct answer/3 distractors	Correct answer/3 distractors	Correct answer/3 distractors
Activity: Flashcard Game							
3. Point to text as it is read	1–2 lines of text using left-to-right and top-to-bottom movement	2–3 lines of text using left-to-right and top-to-bottom movement	3–4 lines of text using left-to-right and top-to-bottom movement	1 line of word-by-word pointing	2 lines of word-by-word pointing	2 lines of word-by-word pointing	2 lines of word-by-word pointing
Activity: Pointing to Words							
4. Say and/or point to a word to complete a repeated story line	Correct answer/1 distractor	Correct answer/1 distractor	Correct answer/1 distractor	Intermittent (in 2 lessons for review). Correct answer/2 distractors	Intermittent (in 1 lesson for review). Correct answer/3 distractors	Intermittent (in 1 lesson for review). Correct answer/3 distractors	Intermittent (in 1 lesson for review). Correct answer/3 distractors
Activity: Hidden Words							

Scope and Sequence: Overview (continued)

	LEVEL						
	One	Two	Three	Four	Five	Six	Seven
<p>5. Respond to literal questions about a story</p> <p>Activity: Answering Questions</p>	<p>“What” questions (answer on page). 1 distractor</p>	<p>“What” and “who” questions (answer on page). 1 distractor</p>	<p>“What,” “who,” and “prediction” or “main idea” question. 1 distractor</p>	<p>“What,” “who,” and “prediction” or “main idea” question. 2 distractors</p>	<p>“What,” “who,” “prediction,” or “main idea” question and “sequence” question. 3 distractors</p>	<p>“What,” “who,” “prediction,” or “main idea” question and “sequence” question. 3 distractors</p>	<p>Same types of questions. Add a “why” question at the end (not literal).</p>
<p>6. Demonstrate understanding of syllable segmentation by clapping out syllables in words</p> <p>Activity: Chunking Words for Moe</p>		<p>2–3 syllable words (not 1 syllable)</p>	<p>1–4 syllable words</p>	<p>1–5 syllable words</p> <p>Intermittent (in 1 lesson for review)</p>	<p>2–5 syllable words</p> <p>Intermittent (in 1 lesson for review)</p>	<p>1–3 syllable words</p> <p>Intermittent (in 1 lesson for review)</p>	<p>1–5 syllable words</p> <p>Intermittent (in 1 lesson for review)</p>
<p>7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words</p> <p>Activity: Tapping Out Sounds for Moe</p>				<p>4 CVC words</p>	<p>4 CVC words</p>	<p>4 CVC words</p>	<p>4 CVC words</p>
<p>8. Identify letter-sound correspondences</p> <p>Activity: Learning Letter Sounds</p>	<p>New sound: /m/, one object (non-letter)</p>	<p>New sounds: /a/, /s/</p>	<p>New sounds: /r/, /t/</p>	<p>New sounds: /f/, /o/</p>	<p>New sounds: /l/, /g/</p>	<p>New sounds: /d/, /u/</p>	<p>New sounds: /i/, /h/</p>

Scope and Sequence: Overview (continued)

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

Scope and Sequence: Overview (continued)

	LEVEL						
	One	Two	Three	Four	Five	Six	Seven
<p>13. Point to pictures/words representing new vocabulary words</p> <p>Activity: The New Word Game</p> <p>14. Use new vocabulary and personal information to create a story</p> <p>Activity: Fun with Writing</p>	<p>People: boy, girl, friend</p>	<p>Feelings: happy, sad, mad, excited, scared</p>	<p>Pets: dog, cat, bird, rabbit, snake</p>	<p>Actions: play, read, swim, shop</p>	<p>Places: pool, zoo, park, bowling alley</p>	<p>Birthday party: birthday, cake, sing, game. Picture-word matching</p>	<p>Presents to give to others: clothes, toys, books, CDs. Picture-word matching</p>



Sample Assessment Form

Classroom Summary Form: Level Three

Date _____ Examiner _____

Students' Names _____ Mode of Response _____

		Students' Names				
	Possible # correct per objective					
Objective 1	4					
Objective 2	8					
Objective 3	3					
Objective 4 (no pic)	10					
Objective 4 (with pic)	5					
Objective 5	6					
Objective 6	8					
Objective 8	5					
Objective 9	7					
Objective 10	6					
Objective 13	5					
Total Correct						
Total Possible	67	67	67	67	67	67
Percent Correct						

Level One Sample Pages

Teacher's Manual

Lesson 5

Materials

- Moe the frog puppet
- Sight word flashcards: boy, friend, girl
- Level One Student Materials** (pages 70–88)
- Magnet board/magnetic stars
- All About Moe** easel book: "Hello Moe" and "Moe Likes to Sing" stories
- "My Book About Me" books completed by students in previous lessons
- "My Book About Me" (Appendix F, page X)
- Pencils, crayons, rubber alphabet stamps, glue or paste
- Photos of friends

Optional Materials

- Pointer/light pointer
- Plexiglas for eye gazing
- Optional pictures or words for AAC device:
 - Anticipatory Set: Come out Moe
 - Objectiv
 - Objectiv
 - is _____
 - Lesson

Tips

- Use the magnet board and magnetic stars for reinforcement. Draw a line on the magnet board dividing it into two columns. At the top of the first column, place a picture of the students. On the top of the second column, place a picture of yourself. When a student responds appropriately, congratulate him or her for good work and place a star on the student side. If a student does not respond appropriately, place a star on your side. At the end of the lesson, count the stars and find out who had more for that day. Encourage students to participate by being enthusiastic about the star magnets.
- If a student requires an alternative or augmentative communication (AAC) device, preprogram it using the text from the optional materials list.
- All student materials (including AAC

for students. Illustrations in the Student Materials can be printed larger from the illustration library.

- If you are working with a student who eye gazes, the Student Materials can be printed from the CD-ROM, laminated, and cut apart. The student choices can be adhered to Plexiglas@with Velcro®. Point to the correct answer after the student gazes to it to provide the watching peers with feedback.

Anticipatory Set

Open the lesson by saying, **Boys and girls, Moe is somewhere in this room, but I don't see him. Do you see him? I think he's hiding. Come out Moe. Can you ask Moe to come out?** Have students call to Moe verbally or by using their AAC devices to say, "Come out Moe." Have Moe greet the students and then whisper to you, **Moe just told me that he thinks you are doing**

Objective 1.3 Point to pictures/words representing new vocabulary words

Activity
The New Word Game

Materials
Level One Student Materials (pages 85–88)

Instructions

Introduce the activity: **Today we are going to learn a new word to help you with your "My Book About Me" books. The new word is friend.**

Open the Student Materials and point to a picture of friend. Say, **This is friend.** Point to friend as a model.

Give each student a turn to point to friend. Say, **(student's name), point to friend.** If the student does not point, point to the picture and repeat the direction.

Turn to the next pages, which have friend and three distractors, and say, **Okay, I'm trying to trick you! Point to the picture of friend.**

Give each student a turn. Use prompts as necessary.

Prompt
If the student does not point to the picture, physically guide his or her hand, saying, **This is friend.**

Correction
If the student points to the wrong picture, model pointing to the correct picture saying: **This is friend. Now you point to friend.** If the student still does not point to the correct picture, physically guide his or her hand. Give a turn to another classmate and praise that student for doing it correctly.




Reinforcement
Place a star on the magnetic board in the appropriate column after each student responds; if responses are correct (with or without the prompt), the star is placed in the student column.





Great job! Now let's work on your books.

Level One • ELSB Teacher's Manual

Student Materials

Level One •

		
friend	friend	friend

			
friend	park	hat	sun

86 ELSB Student Materials • Lesson 5 • Objective 1.3

Level One Sample Pages

All About Moe



All About Moe

Moe is a **green frog** .¹



Moe is my friend.²

Moe is your **friend** .³



Moe can jump .⁴



All About Moe

Level 1 — Story 1 Hello Moe 3

Student Assessment

Administration Directions

Say, **Your turn. Point to friend.** Do not label the pictures. Note: If the student selects the wrong word before you finish giving the direction, score it as incorrect. However, provide the student with an opportunity to learn to wait for the full direction. Prompt waiting behavior by putting your hand over the page and saying, **Wait until I am finished.** **Point to friend.**

Allowable Verbal Prompt

Point to friend.

Objective 1.3; Item 33 112



friend



dog



bus



drum

Level Six Sample Pages

Teacher's Manual

Objective 9 Point to and/or say the first sounds in words

Activity

First/Last Sound Game

Materials

- Moe the frog puppet
- **Level Six Student Materials** (pages XX–XX)
- Magnet board/magnetic stars

Tip

When you say the words the “fast way,” touch the colored smiley face to focus students, say “Ready,” then slash under the word as you say it.

Instructions

Place Moe’s mouth near your ear and appear to be listening. **Moe wants us to get really good at hearing the first sounds in words. And today, we are going to learn to hear the last sound in a word too! Moe has a fun game to play with colored smiling faces to help learn the first and last sound in a word. OK Moe! We are ready to play the First/Last Sounds Game.**

Touch the green smiley face on the student page. Get ready to read the word that comes after the green smiley. I’ll touch and say the first sound /s/. I will touch and say the word with me /s/. I can say this smiley face t

Lesson 5

Say this word the fast way with me /tot/. Yes, /tot/. We said /tot/ the fast way.

Touch the first sound in tot. The first sound in /tot/ is /t/. Touch the first sound in /tot/. Have a student touch or point to the t.

Say the first sound in /tot/. Place emphasis on the beginning sound when you say the word tot. Yes, /t/ is the first sound in the word tot.

Repeat the script above for the word: mat, changing the script to match the color of the smiley face and the beginning sound /m/.

Touch the red smiley face on the student page. Now we are going to listen for the last sound in a word. You are to listen for the last sound, the sound at the end of the word.

Get ready to read the word that comes after the red smiley. I’ll touch and say the first sound /fit/. Then I will touch and say the next sound /t/. Finally, I will touch the last sound /t/. Say the sounds in this word with me /f i t/.

I can say this word the fast way: Ready (put your finger on the smiley face then say fit without segmenting it into sounds) /fit/. Say this word the fast way with me /fit/. Yes, /fit/. We said /fit/ the fast way.

Touch the last sound in fit. The last sound in /fit/ is /t/. Touch the last sound in /fit/. Have a student touch or point to the t.

Say the last sound in /fit/. Place emphasis on the final sound when you say the word fit. Yes, /t/ is the last sound in the word fit.

Lesson 5



Materials

- Moe the frog puppet
- Sight word flashcards: where, have, my, girl
- Magnet board/magnetic stars
- Dry erase marker
- All About Moe easel book: “A Game for the Birthday Party” story
- Pictures of items students might want for their birthdays
- Pencils, crayons, alphabetic rubber stamps, glue, etc.
- **My Book About Me** books completed by students in previous lessons
- My Book About Me, page X, in the **ELSB Implementation Guide**

Optional Materials

- Pointer/light pointer
- Plexiglas® for eye gazing
- Optional pictures or words for AAC devices:
 - Anticipatory Set: Hi Moe
 - Objective 4: Jump
 - Objective 14: I would like _____ for my birthday.

Lesson 5

Tips

- Use the magnet board and magnetic stars for reinforcement. Draw a line on the magnet board dividing it into two columns. At the top of the first column, place a picture of the students. On the top of the second column, place a picture of yourself. When a student responds appropriately, congratulate him or her for good work and place a magnet on the student side. If a student does not respond appropriately, place a magnet on your side. At the end of the lesson, count the stars and find out who had more for that day. Encourage students to participate by being enthusiastic about the star magnets.
- If a student requires an alternative or augmentative communication (AAC) device, preprogram it using the text from the optional materials list.
- All student materials (including AAC overlays and the My Book About Me pages) can be printed from the accompanying CD-ROM. Printing from the CD allows you to adapt the materials for students. Illustrations in the Student

Materials can be printed larger from the illustration library.

- If you are working with a student who eye gazes, the student materials can be printed from the CD-ROM, laminated, and cut apart. The student choices can be adhered to Plexiglas® with Velcro®. Point to the correct answer after the student gazes to it to provide the watching peers with feedback.

Anticipatory Set

Say good morning to Moe! Have Moe pop up from under your chair. There he is! Hi Moe! Have students use an AAC device if needed to say “Hi Moe.”

Have Moe whisper in your ear. Oh my goodness! Moe is so excited! He is so happy that we are reading stories about his birthday. First, let’s play our Flashcard Game.

85

Student Materials

sat

am

ran

tam

mat

Level Six • L

tot

fit

mat

mad

182

ELSB Student Materials • Lesson 5 • Objective 9

Level Six Sample Pages

All About Moe

“Here is how we could play Leap Frog.⁴

First, Molly will jump over me
Then, I will jump over Bo Jo



Then, Bo Jo will jump over
Hoppo the Hippo.⁷

Moe wants to play a game
at his birthday party.¹



“I need to think of a good game,”
said Moe.²

“We could play Leap Frog
!”³



All About Moe

Level 6 — Story 4 A Game for the Birthday Party 59

Student Assessment

Objective 9: Items 48-50 106

😊 gas

😊 gum

😊 car

Part II

Administration Directions

Point to the smiley face and say, **Point to the last sound** in /gaass/. Say the word **gas**, stretching out the sounds as you say it. Pause for 5 seconds and wait for the student to initiate a response. If no response after 5 seconds, say, **Point to the last sound** in /gaass/. Point to it. Allow 5 seconds for the student to initiate a response before moving to next item. Repeat for each word on the page.

- This word is /gum/. The last sound in **gum** is /m/. Point to the last sound in /gum/.
- This word is /kar/. The last sound in **car** is /r/. Point to the last sound in /kar/.

Allowable Verbal Prompt

Point to the last sound in /__/.

Level Six • ELSB Student Assessment • Objective 9: Items 48-50 • 107

Features Benefits

Comprehensive, multi-year program

A fun, age-appropriate activity

Based on scientific research

Scripted lessons

Ongoing data collection

DVD training

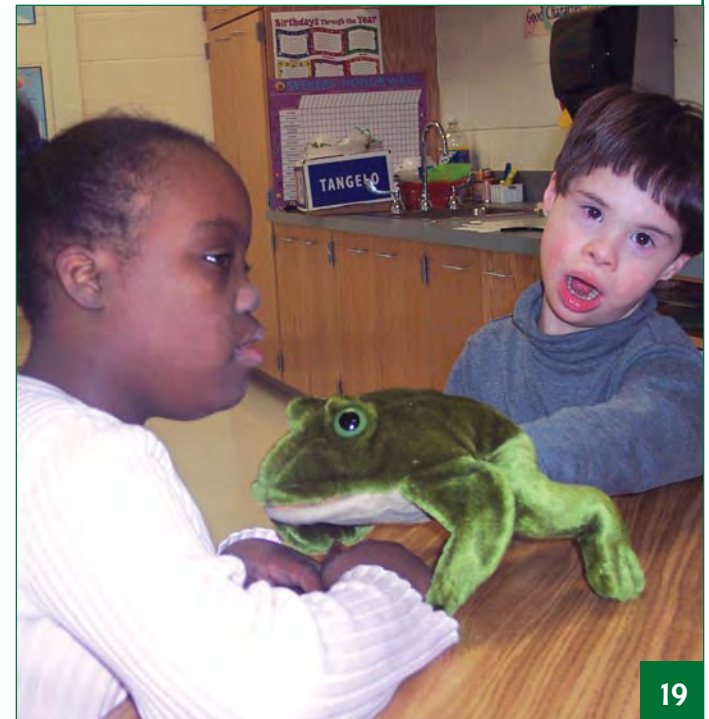
Linked to general education standards

For children ages 5–10

For all children with moderate to severe disabilities

Ideal for individual or small group instruction

- Great long-term investment
- Motivates students to participate in reading activities, just like their friends without disabilities
- Demonstrated effectiveness with intended student population
- Helps both experienced and inexperienced teachers
- Makes it easier for paraprofessionals and classroom volunteers to use EL SB
- Allows students to progress at their own pace
- Great for writing measurable IEPs
- A quick and effective method to learn how and why EL SB works
- Helps new staff learn how to implement the program
- Encourages inclusive activities
- Provides access to general curriculum
- Focuses on literacy at the appropriate age
- Gives all children an opportunity to learn literacy skills
- Accommodates children who communicate nonverbally or are on the autism spectrum
- Group size can be tailored to best fit the classroom



Staff Training



On-site training

Attainment provides extensive on-site training for school or district-wide purchases at **no charge**.

DVD Training

A comprehensive DVD covering the essentials of ELSP is provided with each curriculum purchase. Areas covered include:

- Research Foundations
- Getting Started
- Objective Sequence
- Student/Teacher Interactions
- Teacher Interviews

Reproducible Resources



PDF files are provided for all reproducible pages. The purchase of an ELSP curriculum includes a classroom license for PDF **printouts** or photocopying. The PDF files include Assessment Forms, flashcards, communication cues, All About Me templates, and Building with Stories Lesson Plans.

Reproduction

There's no need to worry about damaged pages or the right to create extra pages. Simply print out any reproducible page for replacements or additional copies. All Assessment Forms are included so there's no need to purchase scoring booklets.

Modification

Original ELSP art is provided in JPEG format for creating teacher-made materials to **supplement and adapt** the ELSP curriculum. Import the art into BoardMaker, Microsoft Word, or PowerPoint.