

Learning Disabilities: Simple Assessment and Proven Teaching Techniques

Workshop Highlights

- learn how to assess different types of Learning Disabilities using a very simple assessment tool
- learn strategies to assist students with this Learning Difficulties
- create specific lessons using classroom proven techniques that you can use the very next day

Workshop Presenters:

Gloria Olafson – BEd, Elementary Teaching, Orton-Gillingham tutor trainer certified through the Canadian Academy of Therapeutic Tutors.

Gloria has 22 years experience as a trainer, and as a learning disabilities teacher using Orton-Gillingham in the classroom. She continues to tutor.

Stephanie Lindstrom – BEd in Learning Disabilities, M.A., Educational Leadership and Administration.

Stephanie has 15 years experience as a classroom teacher and is currently teaching. She has been a co-presenter for 10 years and a tutor for 13 years.



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**Learning Disabilities: Simple Assessment
and Proven Teaching Techniques Workshop
Northern Lights College, Chetwynd**

Overview

Presenters: Gloria Olafson and Stephanie Lindstrom Fraser Lake Chapter of Learning Disabilities Association of British Columbia

One of the highlights of this workshop was to learn how to assess different types of Learning Disabilities using a very simple assessment tool. Attendees were allowed to ask the presenters questions at any time during the workshop and a lot of valuable information was given and received. Some educators had specific students in mind, while others kept their questions more general that could be applied to any student they may encounter. This discussion led to the development of a variety of different tools being developed in the afternoon.

The presenters then offered comments and suggestions on specific strategies to assist the particular students and more general information on students with certain Learning Difficulties. The presenters were very open about some of their past students and related some strategies that had worked for them in the past. They also told the attendees about strategies that did not work well and gave possible reasons why they didn't work.

In the afternoon, the attendees spent time looking at and developing materials to use with their students. Some attendees mentioned they would be taking some of the materials to school with them the next day to try with their students. After we concluded the hands-on portion of the workshop, we wrapped up with a discussion of what was learned and what further information we would like to have.

All the following tools can be used independently of each other. There was such a variety of educators attending the workshop that we developed tools that would suit each of our needs. After the tools were developed, we shared the various ones amongst ourselves. Instead of coming away with just one tool we could use, most of us came away with two or three.



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Areas of Deficit: Impacts and Strategies

The following pages contain an overview of various areas of deficits that a student may present with. This tool is to help educators who have students with common areas of deficit and to let them know the possible impacts on a student with learning disabilities and give suggestions regarding resources and strategies to improve student learning.

The first column describes the deficit, the second column describes the potential impacts to the student's learning, and the third column lists resources and strategies that can be used to help overcome the deficit. **This chart describes a range of difficulties and cannot be used as a diagnostic tool.**

This is part of the Orton-Gillingham Multisensory workshop that was presented by Stephanie Lindstrom and Gloria Olafson of the Learning Disabilities Association: Fraser Lake North West Chapter at Northern Lights College, Chetwynd campus. If you have any questions regarding the Orton-Gillingham Program, please contact either Gloria or Stephanie.

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Area of Deficit	Potential Impacts A student may have difficulty...	Resources and Strategies Improve Student Learning by...
Perceptual and Information Processing		
<p>Storing, retaining and recalling information, images, sounds, or experiences</p> <p>Interpreting and understanding visual and auditory information combining and coordinating elements into a whole</p>	<ul style="list-style-type: none"> ● Holding information in working memory while using it to perform a task (use a dictionary, write a summary of the story read in class, complete homework, recall basic facts) ● Storing information in long-term memory for future recall (remember the story from yesterday, recall classroom routines, retrieve words, memorize chemistry equations or symbols) ● Note-taking ● Differentiating between foreground and background (e.g., hear a teacher’s voice over background noise) ● Recognizing shapes and patterns, noting similarities and differences ● Integrating knowledge (associate letter shapes and/or sounds effectively to write) ● Completing tasks with several different steps to complete, such as written tasks ● Rapidly processing information in order to respond at the pace expected in class ● Understanding oral instructions, even when instructions involve familiar routines. 	<ul style="list-style-type: none"> ● Direct instruction ● Use a mnemonic (an example is to use mnemonics to capture information in a memorable way such as how to spell the word “friend” “A friend is a friend to the end”.) ● Using association a student can relate a new word to a familiar word. Students can also associate a picture, mental image or gesture to a word. ● Graphic organizers (Graphic organizers are visual representations of information that link new knowledge to existing information) ● Play memory games using weekly vocabulary lists, Social Studies, or Science unit words. ● Tape record lessons to be listened to again at home ● Encourage note taking as a class activity ● Review more often before proceeding ● Use advanced organizers ● Allow open book testing ● Use multisensory instruction ● Allow use of word processor for spelling and editing ● Move to front of the room for instructions ● Write instructions on the board or on a separate sheet

Language and Auditory processing	
<p>Listening, vocabulary, comprehension, and speaking: expressing oneself clearly and understanding spoken language</p>	<ul style="list-style-type: none"> • Understanding what is said (receptive language) • Expressing thoughts clearly (expressive language) • Remembering oral directions/information (auditory memory) • Learning new vocabulary • Making connections between words and the ideas they represent • Organizing thoughts verbally and in written form • Understanding instructions and expressing oneself • Skips lines when reading • Omits words when reading • Blurry vision or itchy eyes when reading <ul style="list-style-type: none"> • Use concrete and visual materials to support learning concepts • Be sure students know they can request clarification at any time: make sure students are comfortable asking for help by creating opportunities for questions one-on-one • Tap into students' prior knowledge regularly to help them make meaningful connections • Slow down when you speak • Provide time for students to explain concepts and ideas to each other, such as by using the Think-Pair-Share strategy • Break listening tasks into chunks and orient the listener to the purpose of the communication (e.g. "First we are going to talk about how to set up the page....") • Have the student sit close to you and watch your lips • Repeat directions/instructions and/or have the student repeat them for you • Summarize spoken directions using visual representations for each step or by writing each step in a different colour • Allow additional time for the student to process and additional time for recall of information • Provide repetition, examples and encouragement regularly. It may be possible to record a lesson for review at home • Reduce pressure whenever possible and observe students carefully to assess their level of understanding • Encourage student to use a bookmark • Reproduce material and have student highlight or underline words as they read • Enlarge printed material • Reproduce copies on blue, tan, or green coloured paper (florescent lights on white paper produce a glare) • Encourage students to rest eyes for 30 seconds

Phonological Processing		
<p>Identifying sounds within words: segmenting and recalling phonemes and morphemes that combine to form words</p> <p>This skill includes development of explicit knowledge in syllable awareness, onset and rhyme awareness and understanding that words can be broken down into parts (segmenting)</p>	<ul style="list-style-type: none"> • Hearing and remembering sound sequences and sound patterns • Recognizing similarities and differences (phonological awareness) • Recognize specific sounds or differentiate between auditory stimuli • Retrieving from long term memory phonological codes or sounds associated with letters, word segments and whole words so as to decode (blending and segmenting) unfamiliar words and/or recode words in written form • Retaining and manipulating information in verbal form, such as the recall of numbers, words and sentences • Comprehending meaning of text due the arduous focus on decoding 	<p>Provide students with direct instruction of phonics skills:</p> <ul style="list-style-type: none"> • Rhyming words • Breaking compound words into individual words and words into syllables • Identifying initial sounds on words • Identifying final sounds on words • Identifying medial sounds in words • Segmenting words into their component sound • Deleting sounds from words • Adding beginning sound to make phoneme blends substituting sounds within words • Adding beginning sound to make phoneme blends • Substituting sounds within words • Sound blending <p>Make adjustments to the learning environment:</p> <ul style="list-style-type: none"> • Seat students away from sources of noise • Reduce auditory distractions • Make wall charts to depict phonics • Create word walls based on phonics components
Poor Motor Abilities		
<p>Interpreting and understanding sensory information (visual, auditory, body positioning, arousal/anxiety, and touch stimuli)</p>	<ul style="list-style-type: none"> • Developing the feel of appropriate pencil grip, learning to tie shoelaces • Being aware of body in relationship to others/surroundings • Regulating responses to being tired, over stimulated, frustrated, or worried • Recognizing organization of ideas in text • Integrating sequential information such as steps in a biology experiment or number sequences • Cannot copy accurately • Forms letters poorly • Cannot write in a given amount of space • No space between words • Slow, laborious handwriting 	<ul style="list-style-type: none"> • Seat child near the board • Seat child in the front row • Teach student to use their index finger to keep their place or use a sticky note • Train student to remember groups of letters or phrases to copy • Eliminate copying tasks by using handouts • Allow student to take an oral test • Shorten assignments • Allow student to use word processor • Let students dictate test answers into a tape recorder • No erasing, cross out with one line and continue • Student work at chalkboard doing gross motor movements like figure 8's

Social and Organizational Skills		
<ul style="list-style-type: none"> • Identify, clarify and address problems • Connect past experience with present actions • Interact well with others • Feel appropriately confident and positive • Demonstrate social responsibility 	<ul style="list-style-type: none"> • Analyzing, categorizing, comparing/contrasting and organizing • Reflecting, assessing, and evaluating • Connecting past learning to new situations • Predicting, experimenting to extend meaning by forming connections between prior learning and new information • Establishing and maintaining cooperation/friendship • Understanding personal strengths and challenges • Regulating own behaviour to comply with classroom and school rules • Understanding the value of planning • Understanding consequences of decisions • Reading social situations or body language • Organizing personal space 	<ul style="list-style-type: none"> • Discuss with students their methods for learning and what ways are better than others. Consider questions like: What is the reason for this work? Have I done something like this before? What are the different ways to do this? What is the best way to do this? • Help students understand that each person uses strategies that help them stay organized, remember what to do and be successful. It is also important to explicitly talk about and make the connection between attention, effort and learning. Equally important is the understanding that repetition can be helpful. • Students can also be provided guidance to evaluate their progress throughout a task. Guide them through a process to step back from work and ask: Is this strategy working? Is there another way I can do this better? Is this working for me? • Role play social situations in class • Use real situations that arise to alert students to body language and how to respond appropriately • Encourage parents and students to let you know when problems arise • Make provisions for a time out area for students to calm down and rebalance • Use an assignment calendar • Teach students how to organize to change tasks – clear away books from one subject, clear off desk top, take out new materials • Teach students about margins, headers, etc...

Attention		
<p>Focusing thinking, sensations and memory to concentrate on the right things at the right time</p>	<ul style="list-style-type: none"> • Selecting attention to the task at hand (may have difficulty knowing when to pay attention) • Filtering stimuli (ignoring touch sensations or smells which are distracting or disturbing) • Maintaining focus as long as required (may go off on tangents) • Shifting attention – refocus attention from one task to another • Dividing attention (listen to a teacher while taking notes) 	<ul style="list-style-type: none"> • Use a signal to indicate directions • Have students move to the front • Oral directions should be limited to no more than three and have students repeat directions back • Put the directions on the board • Teach students to read directions and underline or circle words that tell them what to do • Circulate early during independent work to be sure directions are being followed • Teach students about attention and model self-talk that can enhance it – “Now, stay focused and think about the question”; “I’m going to do this for five more minutes and then take a short break.” • Provide clear and simple directions, a structured schedule and a calm work environment • Plan breaks so students can rest and decompress • Ask one question at a time. For example, rather than ask students to look at the number 431 and say which number represents hundreds, ones, and tens; ask student each question separately: Which number represents tens? Which number represents ones? Etc. This approach helps students focus on the important features you are highlighting • Use a TimeTimer™ to support on-task behaviour and awareness of time. This clock can be hung on the wall or it comes with a stand so teachers can place it where it is needed in the classroom.
Mathematics		
<p>Difficulty in understanding or thinking using numbers problems understanding time and/or space concepts recalling and/or using number facts</p>	<ul style="list-style-type: none"> • Understanding symbols and operations • Recall of basic facts and formulae • Reading instructions and word problems • Learning and remembering new vocabulary • Organizing the steps required for problem-solving 	<ul style="list-style-type: none"> • Allow student to use calculator or multiplication charts • Allow student to take open book test • Always use concrete material • Use manipulative to introduce a new concept • Take time to talk about the meaning of symbols and demonstrate their effects on manipulative/concrete objects • Research has confirmed that three concrete lessons (using manipulative devices) and three representational lessons (using pictures and/or tallies) with each lesson consisting of about 20 problems to work through is sufficient for most students with mathematical disabilities to understand the concept being taught (Butler, Miller, Crehan, Babbit, and Pierce, 2003). • Students can build on these successes by moving to symbolic representation using standard mathematical notation

Written Language		
<p>Problems with spelling, handwriting,, and/or written composition</p>	<ul style="list-style-type: none"> • Letter reversals • Spelling lists/test very difficult to master • Punctuation/capitalization and sentence structure difficult to understand • Creating coherent outline • Sequencing 	<ul style="list-style-type: none"> • Attach a visual alphabet strip to students’ desk • Model the process – demonstrate in a step-by-step fashion how to plan, create a draft, evaluate what was written and then revise and edit. For more information see Tomkins (2000). <i>Teaching Writing: Balancing process and product</i> (3rd edition). Upper Saddle River, NJ: Merrill/Prentice Hall • Model the inner dialogue writers use while they create • Use a formative assessment structure to give feedback to students about aspects of their writing. For more information see the BC Performance Standards for Writing (available at http://www.bced.gov.bc.ca/perf_stand/writing.htm) or the Six-Trait Writing Assessment Rubric (3examples available at http://www.nwerel.org/assessment/pdfRubrics/56plu_s1traits.PDF) • Support students’ independence by using scaffolds such as a visual representation of steps involved in writing or feedback on each step as it is completed • Explicitly teach spelling patterns and provide opportunities for using electronic spell checkers to identify misspelled words • Involve students in digital storytelling. This is an innovative way to get students involved in first person narratives about their own experiences and topics of interest. Students will need to problem solve and make decisions related to organizing and sequencing ideas. Students narrate their stories aloud, accompanied by visuals. The narration and pictures are saved as a digital file for sharing with others. In this way students are unencumbered by the struggles involved in fine motor skills, spelling, and punctuation. Information and examples are available widely on the internet. A variety of stories by teachers in training are archived at http://www.mcli.dist.maricopa.edu/learnshops/digital/examples.php <p>Adaptations to support the writing process: Fine motor control/Legibility -Use a pencil grip to enhance pencil control -Place paper on a board that is slanted at a 15-30 degree angle - Place paper on a clipboard to hold it steady -Use paper with bold lines or raised lines to help students stay on the line when writing -Use graph paper when completing math questions</p>

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Diagnostic Tool

The following nine pages contain a diagnostic tool, lesson plan, and a handout on how to analyze the diagnostic tool. This is part of the Orton-Gillingham Multisensory workshop that was presented by Stephanie Lindstrom and Gloria Olafson of the Learning Disabilities Association: Fraser Lake North West Chapter at Northern Lights College, Chetwynd campus.

As stated on the first page in the overview, this tool is to help find out the student's strengths and weaknesses. This tool is designed to be implemented in a one-hour session. It is not going to diagnose everything, but will give you a quick overview of where to begin with the student.

Stephanie and Gloria both stress that you need to put your student at ease before you begin and make sure you are comfortable as well. It will help if you are well organized and show a positive attitude towards the lesson.

If you have any questions regarding the Orton-Gillingham Program, please contact either Gloria or Stephanie.

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Diagnostic Section

Vocabulary

Diagnostic Lesson The first lesson with a student is to find out the student's strengths and weaknesses. From here teaching begins.

The goal of the diagnostic lesson is to assess the students' abilities in a one hour session. As this is the first lesson, you will not be able to assess everything and can continue further assessment in future lessons. However, this is a good starting point as you continue working with your student. It is important to remember that each student will be unique and, therefore, lessons will always be adjusted to meet their needs. For example, a spelling rule for one student may be taught in one lesson, but for another student the rule may need to be broken down into three lessons.

Put your student at ease. Relax yourself. This is a full hour's work and you both will be tired at the end. Have good aids, be positive and be fully organized!

Auditory Processing is a pathway to the brain that transmits information that we hear. Both internal and external roadblocks can interfere with this process.

Visual Processing is a pathway to the brain that transmits information that we see. Both internal and external roadblocks can interfere with this process.

Diagnostic Lesson Plan Level I

Tutor _____ Student _____

Date _____

1	Introduction Show name cards and introduce yourself	Name cards
3	Directions: 1. Write your name at the top right-hand side 2. Under your name write your age 3. Next write M for male or F for female 4. Put L if left-handed, R if right-handed, both if use either hand	Lined paper
6	Sequences: 1. Letters of the alphabet 2. Days of the week 3. Months of the Year 4. Orally another sequence –	Lined paper
4	Visual Processing: Present design to copy on blank paper	Design
3	Auditory Processing: 1. Put your pencil point in the middle of the paper. Draw a line to the left, half-way to the edge of the paper. 2. Continue the line to the top center edge of the paper. 3. Now, draw the line to the left edge of the paper. 4. Next draw the line to the bottom left corner. 5. Join that point to the center.	Blank Paper
5	Spelling Nonsense Words: 1. dag 10. trung 2. sud 11. splown(clown) 3. queb 12. bliff 4. wim 13. glay 5. bon 14. repant 6. yonk 15. libbot 7. gleck 16. rutch 8. feme 17. habble 9. nade 18. gration	Lined paper *Student first writes 1-9 and spells those words. Continue with 10-18 if they can.
5	Spelling Sight Words: 1. 4. 2. 5. 3. 6.	Lined paper
12	Writing: (Write 5 or 6 sentences about themselves)	Lined paper
5	Visual Drill Do the first 30 to 40 sounds from the drill deck. Divide into known and unknown sounds.	Drill Deck
5	Auditory Drill Say the sounds and get the student to write them. Check off the ones they know on the Diagnostic Auditory Drill Sheet as you are doing them.	Lined paper
10	Reading	Reading assessment
1	Positive Finish	

Diagnostic Lesson Plan Level I

Introduction 1 min.

- 1) Have name cards for you and your student. Use your first name or last name as you prefer.
- 2) Exchange some personal information to get to know your student.

Directions 3 min.

1. Ask the student to listen to a set of instructions that you are going to say slowly and distinctly. There will be no repeating. Tell them to wait until you tell them to go ahead before doing anything. They must listen to the entire set of instructions before proceeding. Read the following to them.
 1. Write your name at the top right-hand side of your paper.
 2. Under your name write your age.
 3. Under your age write M for male or F for female
 4. Put L if you are left-handed, R if you are right-handed. Put L and R if you can use either hand for most things.

Now, tell them to go ahead and write what you have asked.

Sequences 6 min.

1. In a line across the page, write the letters of the alphabet in order. (If students ask "write or print?", "capital or small?" etc. say "Whichever you like.") If students are stuck then go on. You can tell them that is fine and this will help me work with you.
2. Write the days of the week. Do not worry if you spell them correctly. Try and write them in order. Write them in full with no abbreviations. Again they may not be able to do all.
3. Write the months of the year in order and in full with no abbreviations. If students cannot do this ask them orally to tell you the ones they know.
4. Ask them orally to tell you another sequence to find one they do not know. You will be working on this at some point in the next lessons.

Visual Processing 4 min.

Present the following design and say to the student, "Please copy this as exactly as possible." Sweep your hand over the whole page as you give the instruction.

Auditory Processing 3 min.

1. Following Directions: "I want you to draw lines following my directions. Turn your unlined paper over to the other side. Tell the students you cannot repeat or elaborate. Read the following instructions. DO NOT REPEAT. Allow 10 seconds after each instruction.
 1. Put your pencil point in the middle of the paper. Draw a line to the left, half-way to the edge of the paper.
 2. Continue the line to the top center edge of the paper.
 3. Now, draw the line to the left edge of the paper.
 4. Next draw the line to the bottom left corner.
 5. Join that point to the center.

Spelling Nonsense Words 5 min.

1. Ask the student to turn back to the lined paper. Explain to them that, "I will be giving you some nonsense words to spell, not real words, but words which could be real words, and might in fact be a part of a real word." Explain that there may be more than one way to spell these words. Tell them to put down whatever seems reasonable to them.
Ask them to set up their paper by putting down the numbers from 1 to 18 in two columns. On the left side of the paper, number the lines from 1 to 9, and in the middle, number the lines from 10 to 18.

- | | |
|----------|--------------------|
| 1. dag | 10. trung |
| 2. sud | 11. splown (clown) |
| 3. queb | 12. bliff |
| 4. wim | 13. glay |
| 5. bon | 14. repant |
| 6. yonk | 15. libbot |
| 7. cleck | 16. rutch |
| 8. feme | 17. habble |
| 9. nade | 18. gration |

Spelling Sight Words 5 min.

1. Get the student to number 1 to 3 on the left and 4 to 6 in the middle. Choose six sight words for the student to spell.

Writing 12 min.

1. "Now I would like you to write a few sentences about yourself. Do not worry about spelling. Just tell me who you are, why you are here, what are your favorite , what do you like to do, or about your family."
2. For the non-writer get them to explain a picture.

Visual Drill 5 min.

1. Use the Visual Drill Deck which is the cards with letters on the front and key pictures on the back.
Do the Visual Drill Deck with your student. Only do the visual drill for 5 min. You will be doing the first 30 or 40 sounds.
2. Hold the cards slanted and placed on the table in front of you. The student can easily see the letters and you can see them upside down.
3. Say to the student, "Tell me the sound these letters make."
The student tells you the sound without any prompting from you.
4. If the letters have more than one sound, you can say, "Do you know another sound?"
5. Separate the deck into two piles, "known" and "unknown". Stop when the student is having too much difficulty. The cards that are not shown to the student can be labeled "not tested". These sounds can be tested in future lessons. When you have finished stay positive and point out all the sounds the student knows. Have labels and elastics to put around the three piles.

Auditory Drill 5 min.

1. In this drill the tutor says the sound and the student writes down the spelling for the sound. Have him write all spellings

that he knows for each sound. Ask your student to print along the line as this saves space. Say them in any order.

2. Use the Phonic Fundamentals Sound Order. As you give the sounds check the known sounds and put a dash for sounds tested but not known.
3. You will eventually want to have the auditory sounds known and the sounds known in the Visual Drill to be the same.
4. As new sounds are taught the card will be added to the Visual Drill Deck and the sound will be checked on the Phonic Fundamentals Sound Order.

Reading 10 min.

1. Have the student read material to find out their level. Have several different levels available.
2. Orally ask the students the 4 different types of questions.

Analyzing the Diagnostic Lesson Level I

Directions

1. This checks short term memory, sequencing, and auditory processing: How long does he remember what he hears? Can he remember a sequence of instructions? Can he organize his thoughts? How does he interpret the instructions?

Sequences

1. Sequencing, visual processing, and spelling: Does he know the sequence of the alphabet? Are there capitals and lower case mixed (esp. b and d)? How are letters formed (from bottom up, reversed)? Does he hesitate at various points?

Visual Processing

1. Are all the shapes in one corner or are they arranged down the page? How much time does he take? Does he sketch carefully with erasures or does he just go to it?
2. Students having problems here may have problems seeing the parts of a word and how a letter fits in the whole word, blend, phrase, or sentence.
3. Students will have difficulty copying information from the board or book.

Auditory Processing

1. How well does he understand instructions? What about left and right? "Top center edge" is often a problem.
2. Students will have difficulty following oral directions.

Spelling Nonsense Words

1. This checks auditory processing, visual processing, phonetic spelling.
2. This shows difficulty with short vowels, silent e, multi-syllables. Does he hear the sound I said? Do I have to repeat the word?

Spelling Sight Words

1. Does he try to sound out these words phonetically?

Writing

1. How are sentence structure, spelling, paragraphs, punctuation? How well does he think in sentences? Does he skip words? How is his spelling?

Visual Drill

1. You now have a set of “known” sounds that can be used in future lessons.

Auditory Drill

1. You now have a set of “known” sounds that can be used in future lessons.

Reading

1. You now have an idea of the student's reading level for choosing material.

Diagnostic Auditory Drill Checklist Level 1

Name _____ Date _____

A	apple	g	goat
m	mitten	gl, gle	globe, goggles
s	snake	gr	grapes
sm	smile	j	jet
t	tent	qu	queen
st	stop	v	van
i	insect	w	wagon
n	nest	sw	swim
sn	snail	tw	twig
nt	ant	x	fox
b	bat the ball	xt	text
c,k,ck	cookie, kite, truck	y	yo-yo
sc,sk	scar, skate	z,s	zebra, nose
o, aw	otter, saw	th	thunder thumb
p	pig	thr	three
sp	spear	sh	ship
mp	lamp	shr	shrimp
pt	slept	ch,tch	cheese, witch
l	log	wh	whale
bl,ble	black, marble	ing	ring
cl,cle,ckle,kle	clock, popsicle, buckle, sprinkle	ang	fang
pl,ple	plant, purple	ong	gong
spl	splash	ung	lung
sl,stle	sled, castle	ank	tank
lt	quilt	ink	drink
h	horse	onk	honk
u	up bug	unk	trunk
f	feather	ee,ea,e-e,e	feet, beads, stampede, emu
fl,fle	flower, rifle	ai,ay,a-e,a	trail, play, cake, paper
ft	gift	oa,oe,ow,o-e,o	boat, toe, crow, cone, yogurt
r	rabbit	i-e, i	dive, spider
br	brick	ow	cow
cr	crab	u-e,u	mule, music
fr	frog	ar	star
pr	pretzel	er,ir,ur	Fern beaver, bird, church
tr	train	or	corn
scr	scratch	dle	saddle
spr	spring	tle	bottle
str	straw	zle	puzzle
d	dog		
dr	drum		
nd	hand		
e	elk		

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Alphabet Tool

The following pages contain a tool and lesson plan that can help a student learn the alphabet. This is part of the Orton-Gillingham Multisensory workshop that was presented by Stephanie Lindstrom and Gloria Olafson of the Learning Disabilities Association: Fraser Lake North West Chapter at Northern Lights College, Chetwynd campus.

The information is on teaching the alphabet by dividing it into four chunks. The idea is that students find it easier to remember smaller chunks, rather than a large sequence of letters. When the students have mastered the first set of cards then the educator or tutor moves on to the next set until the whole alphabet is complete.

We used index cards to write on with black felt pens to develop our own set of missing letter decks. There are many games that can be played using these cards and the following is just a small example of how they can be used.

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Sequencing Alphabet

- 1. Reading in sequence** Students can point and read the letter names.
- 2. Reading randomly** Students can name letters as the tutor says or points to letters out of sequence.
- 3. Teach rote memory** This divides the alphabet into four sections and makes it easier for students to learn in shorter sections.

a (A) h (horse) n (named) u (uncle)

- 4. Missing Letter Decks** Make four sets for each section.

What comes after?	a b _
What is missing?	a _ c
What comes before?	_ b c
What comes before and after?	_ b _

Missing Letter Decks

Make the following cards for the four sections of the Missing Letter Decks:

Section 1

- | | | | |
|-----------------------|---|---------------------------------|---|
| 1. What comes after? | a b _
b c _
c d _
d e _
e f _ | 2. What is missing? | a _ c
b _ d
c _ e
d _ f
e _ g |
| 3. What comes before? | _ b c
_ c d
_ d e
_ e f
_ f g | 4. What comes before and after? | _ b _
_ c _
_ d _
_ e _
_ f _ |

Section 2

- | | | | |
|-----------------------|----------------------------------|---------------------------------|----------------------------------|
| 1. What comes after? | h i _
i j _
j k _
k l _ | 2. What is missing? | h _ j
i _ k
j _ l
k _ m |
| 3. What comes before? | _ i j
_ j k
_ k l
_ l m | 4. What comes before and after? | _ i _
_ j _
_ k _
_ l _ |

1/2 Transition (after 2)

- | | | | |
|-----------------------|----------------|---------------------------------|----------------|
| 1. What comes after? | f g _
g h _ | 2. What is missing? | f _ h
g _ i |
| 3. What comes before? | _ g h
_ h i | 4. What comes before and after? | _ g _
_ h _ |

Section 3

1.What comes after?
n o _
o p _
p q _
q r _
r s _

2.What is missing?
n _ p
o _ q
p _ r
q _ s
r _ t

3.What comes before?
_ o p
_ p q
_ q r
_ r s
_ s t

4.What comes before and after?
_ o _
_ p _
_ q _
_ r _
_ s _

2/3 Transition (after 3)

1.What comes after?
l m _
m n _

2.What is missing?
l _ n
m _ o

3.What comes before?
_ m n
_ n o

4.What comes before and after?
_ m _
_ n _

Section 4

1.What comes after?
u v _
v w _
w x _
x y _

2.What is missing?
u _ w
v _ x
w _ y
x _ z

3.What comes before?
_ v w
_ w x
_ x y
_ y z

4.What comes before and after?
_ v _
_ w _
_ x _
_ y _

3/4 Transition (after 4)

1.What comes after?
s t _
t u _

2.What is missing?
s _ u
t _ v

3.What comes before?
_ t u
_ u v

4.What comes before and after?
_ t _
_ u _