

## WORD RECOGNITION INSTRUCTION

Automatic Word Recognition

### Locating research articles

#### □ Literature Review:

- Choose 3-5 **intervention research** articles, from peer reviewed scholarly journals, that examine the efficacy of an instructional intervention you have chosen to use with the student participating in the Literacy Project.
- Examine and synthesize findings across these articles. Only research articles that examine the use of the selected instructional approach with individuals with intellectual or severe disabilities are acceptable for this assignment.

### Acceptable/non-acceptable articles

#### Examples

- Research studies examining if or how well an intervention works to improve reading/literacy skills from peer-reviewed journals.

#### Nonexamples

- Literature reviews or Descriptive articles.
- Articles from books, magazines, non-peer-reviewed sources.
- Studies that do not include individuals with severe disabilities.
- Articles included in the course readings.

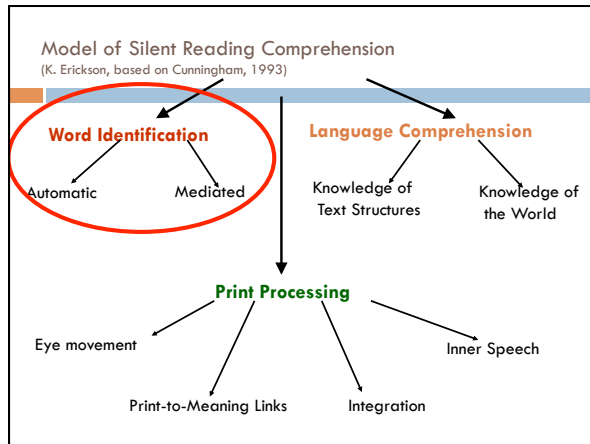
### For Next Week: Week 7

#### □ Read

- Copeland & Calhoun (pp. 41-54)
- Kurth (2013)
- For your own professional development:
  - Oelwein Chapters 9 & 10 – FULL of instructional ideas!

- **Turn In:** Show Susan the articles you have gathered for your lit review; see syllabus p. 11 for the type of articles to find

- **Continue discussion** of word recognition instruction, focusing on phonemic awareness and phonics; we'll look a couple of "canned" programs and evaluate these based on what we've been learning about effective literacy instruction



### Instructional Strategies: Automatic Word Recognition (Sight Words)

Response prompts  
Stimulus prompts  
Copy-Cover-Compare

### Using Prompting to Teach Sight Words: Four major Types :

1. **Response prompts.** Teacher's actions *before* a student's response that increase the chances of a student responding correctly

Physical  
Model  
Gestural  
Verbal

### Using Prompting to Teach Sight Words

2. **Simultaneous prompting (errorless)** - use this for students who repeat errors or become upset when they make an error
  - ▣ Show word while simultaneously modeling it
  - ▣ After several trials, assess to see if student can respond correctly w/o model
  - ▣ **TIP:** Give meaning with word and later test to see if student also learned meaning
    - (e.g., "Sale". "Sale means that something will cost less money. Read 'sale'".)

### Using Prompts to Teach Sight Words:

#### 3. Another option: Combining simultaneous prompting with time delay

- **Constant Time Delay** (evidence based practice)
  - Secure student's attention
  - Present the natural cue (word) and simultaneously model the correct word (0-sec delay)
  - Reinforce student. (continue with 0-sec delay for predetermined number of trials)
  - Secure student's attention, present word, and wait 4 sec; if student does NOT respond, prompt; if student responds correctly, reinforce; if student responds incorrectly, correct.

### Using Prompts to Teach Sight Words:

#### 3. Another option: Combining simultaneous prompting with time delay

- **Progressive Time Delay** (evidence based practice)
  - Secure student's attention
  - Present the natural cue (word) and simultaneously model the correct word (0-sec delay)
  - Reinforce student. (continue for preset number of trials)
  - Secure student's attention, present word, and wait 2 sec; if student does NOT respond, prompt; if student responds correctly, reinforce; if student responds incorrectly, correct.
  - After predetermined # of trials, move to 4 sec delay, then 6 and so on until student begins to respond correctly w/o prompts

### Using Prompts to Teach Sight Words:

#### 4. Stimulus prompts. These require a change to the target word's appearance

- **Stimulus fading**
  - E.g., integrated picture cues; *Picture Me Reading*
- **Stimulus shaping**
  - E.g., *Edmark* program

### Stimulus Prompts to teach sight word recognition

#### Examples of stimulus prompts

- **Stimulus prompts**
  - Change something about the word's appearance to increase chances of student responding correctly


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<input type="checkbox"/> thread	<b>that</b>	thin
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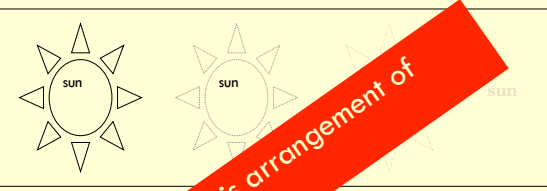
**Stimulus fading, a form of stimulus prompts**

**Stimulus Fading**

**hat**




Research doesn't support this arrangement of word and picture!




**Another stimulus fading technique (embedding word picture + word pictures) to teach sight words**

*Instead, consider this arrangement of*

**Integrated Picture Cue**



**Picture Cue technique**



*Or, try this*

Picture Me Reading

Published program based on this embedded picture prompts/stimulus fading strategy

899 Kenwood Drive  
Spring Valley, CA 91977-1024  
Phone or fax: (619) 462-3938/(800) 235-6822  
e-mail: [picturemerereading@cox.net](mailto:picturemerereading@cox.net)

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**Stimulus shaping: distracters are changed, but not target sight word**

### Another Teaching Strategy

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### Copy, Cover, & Compare

### Published Sight Word Reading Programs

- ☐ Edmark Reading Program - Example of a published program using stimulus shaping to teach sight word recognition
- ☐ PCI – Essentially uses direct instruction with some extension activities



- If words are taught using prompting procedures, it is critical to **teach for meaning** and get students into connected text as quickly as possible.

### Before Teaching Sight Words

- Decide what words to teach
- Decide how many words to teach in a set
- Decide how to present words
- Decide on an instructional and assessment strategy
- Consider using group vs. individual instruction

### Selecting Words for Teaching

#### Use an ecological inventory strategy

#### to identify important words.

activities (e.g., high frequency words, key science vocabulary words)

- **Found in the student's environment** (environmental print)
- **Names** of friends and family
- Product, laundry **labels (for older individuals)**
- **Useful in staying safe** (safety words)

### Important considerations **During** Teaching

(to enhance acquisition and **generalization** of sight words)

- After initial learning, use a variety of materials and vary the typeface, font size, color etc. of the targeted words
- Teach to mastery before adding new words
- Vary the way students respond to demonstrate word recognition (motor, verbal, written responses); active learning is the key!

### Important considerations **During** Teaching

(to enhance acquisition and generalization of sight words)

- ▣ Teach in groups and individually,
- ▣ Use a fast pace of instruction, and
- ▣ Use on-going assessment information to adjust instruction if expected progress isn't being made

### Word Wall Activities

- ▣ Systematically organized collection of words displayed in large letters on a wall
  - ▣ (e.g., on a shower curtain, a rolling cabinet, folding cardboard, or even individual word walls for each student)
- ▣ Word walls are designed to promote group learning and be shared by a classroom of children.
- ▣ Five new word wall words are introduced (per week) by having the students: see the word, say the word, chant the word (i.e., snap, clap, stomp, cheer), and write the word



### Final Take Home Message

- ▣ **Directly teach the associations** between the printed words and the objects/actions they represent (teach for meaning, in other words!)
- ▣ Plan multiple opportunities for authentic use of words across the day and within meaningful activities; relying only on drill/practice will not magically make generalization or comprehension occur.