



# **Literacy Instruction for Students with Developmental Disabilities: What Do We Know and How Do We Put it into Practice?**

**Dr. Jill Allor**

Ontario Association for  
Developmental Education

April 30, 2022

**SMU**<sup>®</sup>

# Acknowledgements



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Jill Allor acknowledges a financial interest in the *Friends on the Block* books and curriculum. Any inquiries should be directed to the Office of Research Compliance at Southern Methodist University.

# Overview

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- Research on Teaching Literacy to Students with Intellectual and Developmental Disabilities (IDD)
  - Brief Review of Research and our Early work at SMU
  - Project Intensity IES Development Grant (2013-2018)
  - Current work at SMU: Project Intensity IES Efficacy Grant
- Research to Practice: 7 Recommendations for Teaching Literacy with Students with IDD

# **Brief Review of Research on Teaching Reading to Students with IDD and our early work at SMU**



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*Dr. David F. Mustard  
Professor of Special Education  
and Director of the Center for  
Special Education Research  
Southern Methodist University*



# Research on Reading and Intellectual Disability

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- Educators agree that literacy provides students with intellectual and developmental disabilities **improved opportunities** and outcomes (Cihak & Smith, 2018; Conners, 2003)
- Students with intellectual disability (ID) demonstrate **lower levels of reading achievement** than students with other disabilities (Caffrey & Fuchs, 2007; Wei, Blackorby, & Schiller, 2011).
- **Limited research** on effective teaching of reading to students with ID (Polloway, et al., 2010)
- Some research on **isolated phonics skills**; emphasis on **sight word (high-frequency word) instruction** (reviews by Browder, et al., 2006; Browder & Xin, 1998; Joseph & Seery, 2004)

## The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

VOCABULARY KNOWLEDGE

LANGUAGE STRUCTURES

VERBAL REASONING

LITERACY KNOWLEDGE

### WORD RECOGNITION

PHON. AWARENESS

DECODING (and SPELLING)

SIGHT RECOGNITION

Skilled Reading- fluent  
coordination of word  
reading and comprehension  
processes

increasingly  
strategic

increasingly  
automatic

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

# What about more comprehensive programs?

- More **current** research has shown students with ID respond favorably to more **comprehensive programs** of reading instruction
- Result in reading with understanding at least commensurate with listening comprehension

(e.g., **Allor, et al., 2014**; Browder, Mims, Spooner, Ahlgrim-DeLzell, & Lee 2008; Connor, Alberto, Compton, & O'Connor, 2014; Lemons, et al., 2015; Sevcik, et al., 2019)

# Overview of Project Maximize

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- Determine if a **comprehensive**, phonics-based, direct instruction **reading program** would be effective in teaching early reading and language skills to **students with IQs ranging from 40-79**
- Longitudinal – 4 years
- RCT: Random assignment to intervention or contrast group
  - within school and within IQ range (40-54; 55-69; 70-79)
  - students were in grades 1-4 when they began the study



# SMU Team

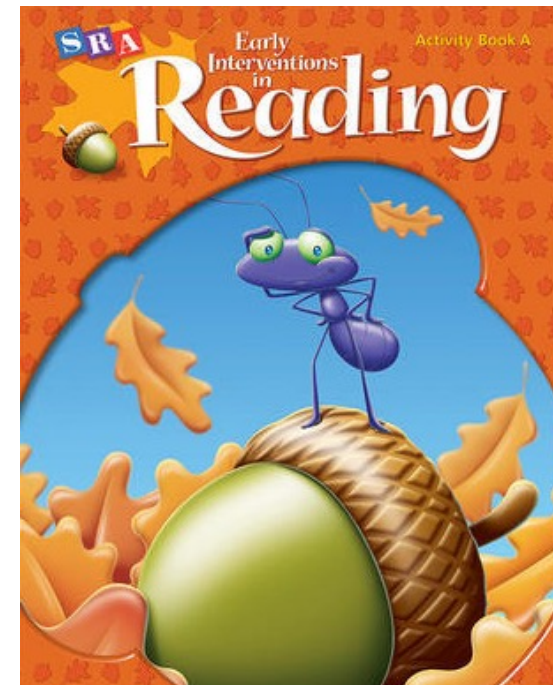


# In other words,

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- would comprehensive instruction proven effective for students with IQs 80 and higher also be effective for students with lower IQs?
  - Mathes, et al. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40(2), 148–182. doi:10.1598/RRQ.40.2.2
- our approach: **Direct Instruction**,  
*Early Interventions in Reading* by Torgesen  
and Mathes (SRA/McGraw-Hill)

*Scientifically-Based Reading Research*  
*Science of Reading*  
*Structured Literacy*





# Would instruction proven effective for students with IQs 80 and higher also be effective for students with lower IQs?

- **YES** students who received treatment outperformed students in contrast group on all language and literacy measures (except high frequency words).
- IF implemented with **high degrees of fidelity**
- IF **intensive** (40-50 minute of daily lessons; small groups of 1-4)
- IF individualized (i.e., **customized**) to address academic and behavioral needs
- **BUT, response was relatively slow and variable** – even with treatment, it can take up to 4 years for students with moderate intellectual disabilities to master first grade reading skills.

Allor, J. H., Mathes, P., Roberts, K., Cheatham, J. P., & Al Otaiba, S. (2014). Is scientifically-based reading instruction effective for students with Below-Average IQs? *Exceptional Children*, 80, 289-308.

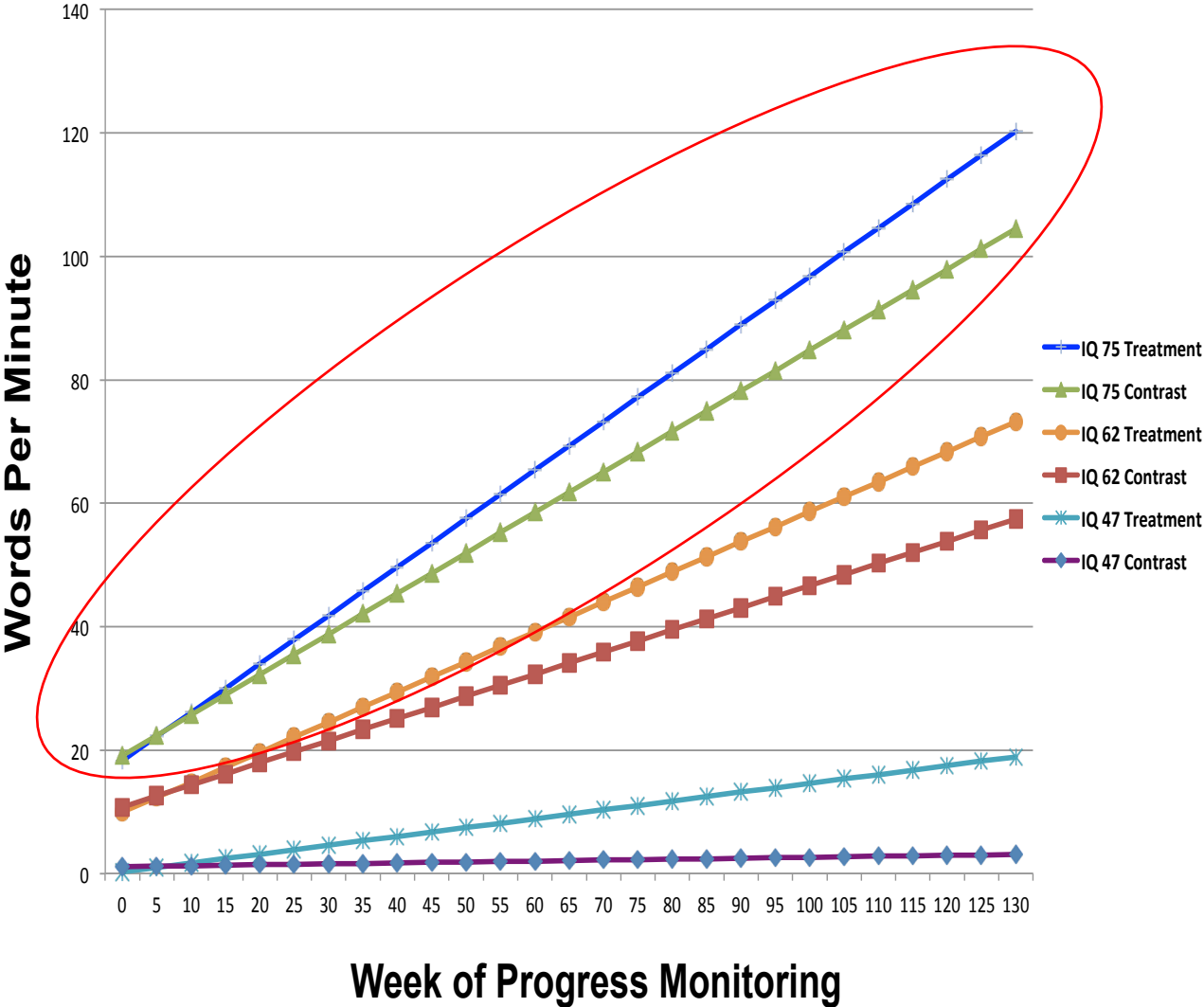
[4-year study with *Early Interventions in Reading* by SRA/McGraw-Hill]

# Data Analysis Summary (Low IQ/ID) (\*posttest only)

| Reading Skill       | Measure (N = 141)                   | Statistical Significance |
|---------------------|-------------------------------------|--------------------------|
| Phonemic Awareness  | CTOPP Blending Words                | Yes                      |
|                     | CTOPP Blending Nonwords             | Yes                      |
|                     | CTOPP Segmenting Words              | Yes                      |
|                     | DIBELS Phoneme Segmentation Fluency | Yes                      |
| Language            | Expressive Vocabulary Test          | Yes                      |
|                     | Peabody Picture Vocabulary Test     | Yes                      |
|                     | WIAT Listening Comprehension (n=95) | No*                      |
| Phonemic Decoding   | DIBELS Nonsense Word Fluency        | Yes                      |
|                     | TOWRE Phonemic Decoding Efficiency  | Yes                      |
|                     | Woodcock Word Attack                | Yes                      |
| Word Identification | DIBELS Oral Reading Fluency         | Yes                      |
|                     | TOWRE Sight Word Efficiency         | Yes                      |
|                     | Woodcock Letter-Word Identification | No                       |
| Comprehension       | WIAT Reading Comprehension (n=95)   | Yes*                     |

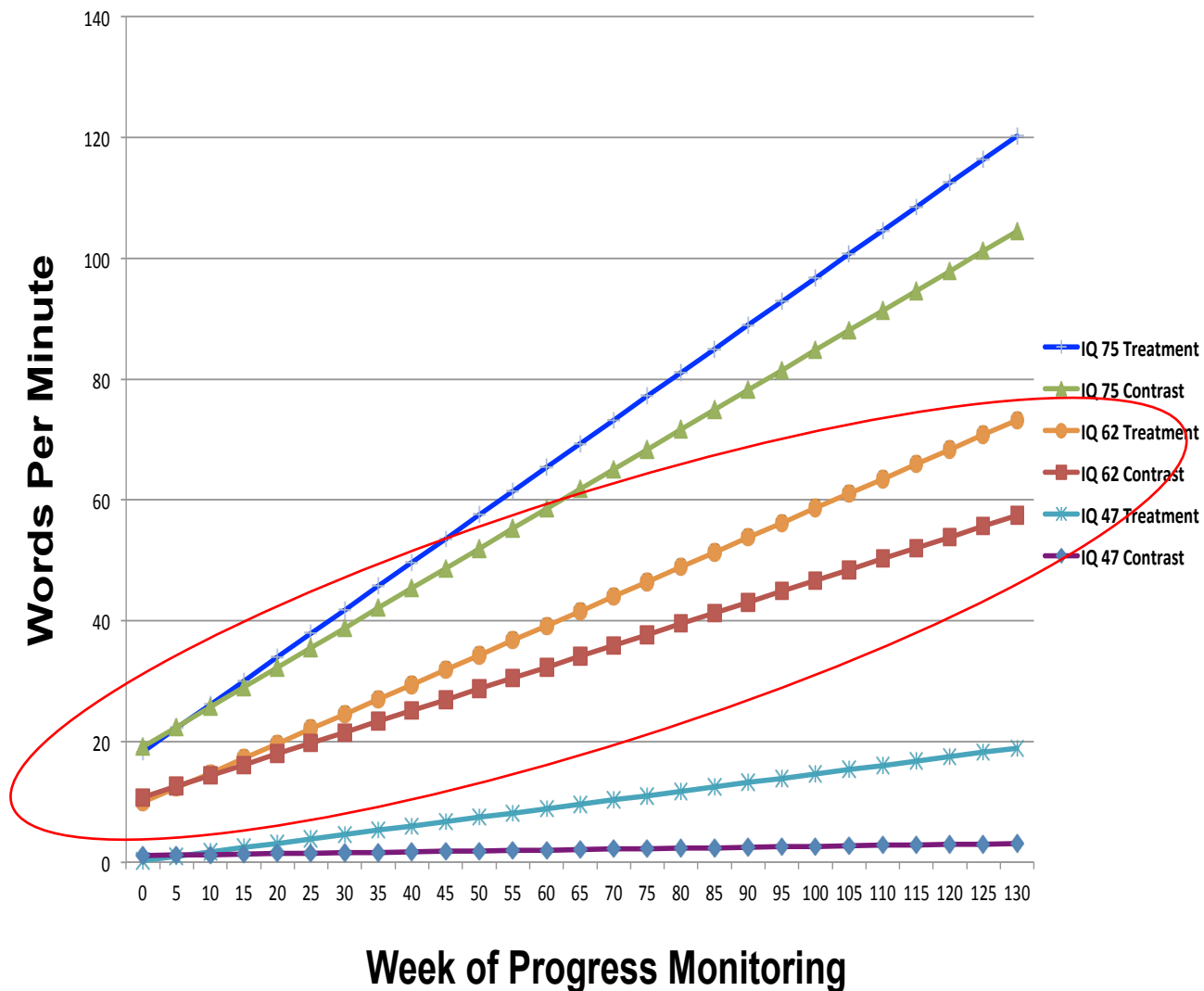


# Oral Reading Fluency: Predicted Scores by IQ and Condition



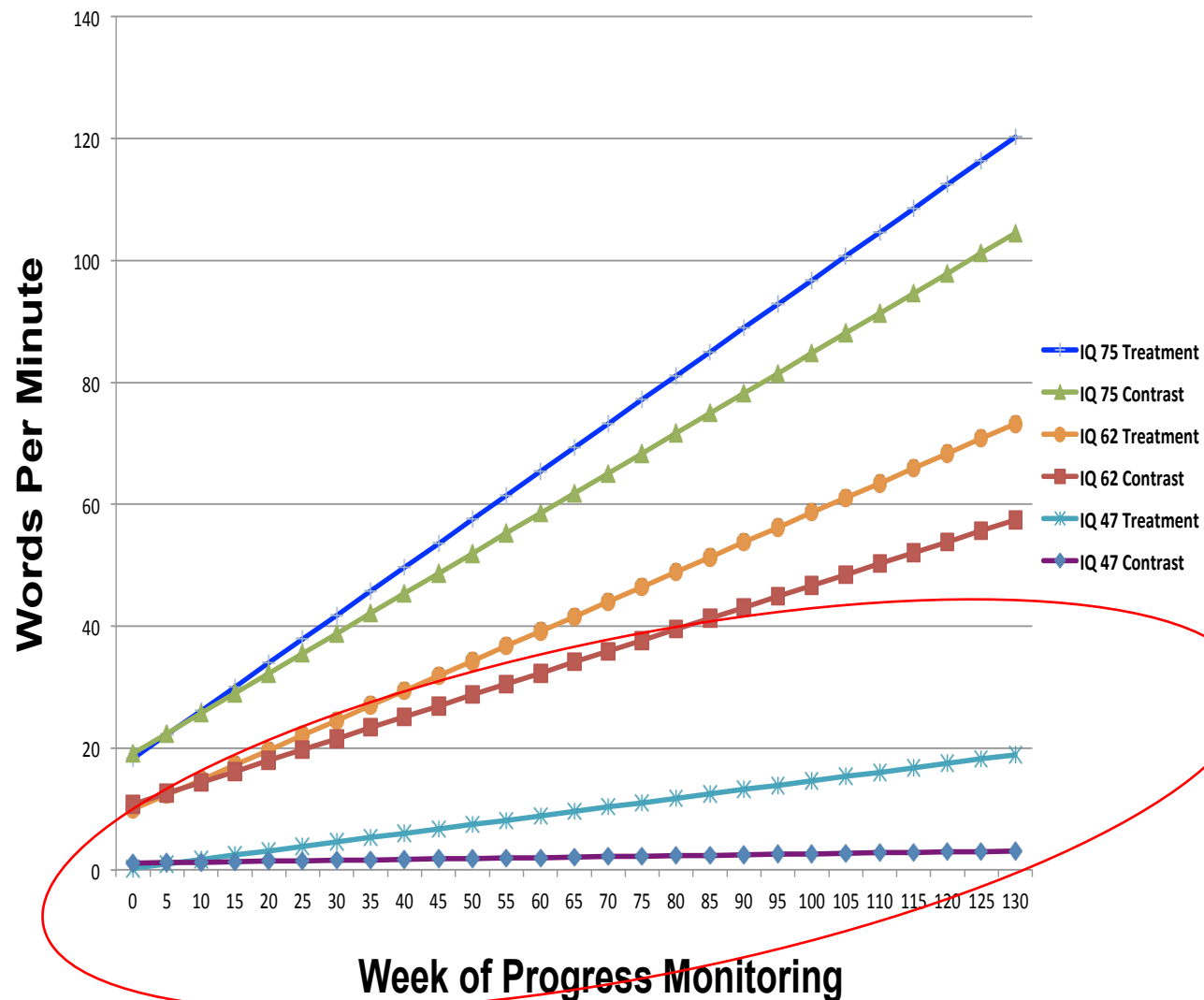
Allor, J. H., Mathes, P., Roberts, K., Cheatham, J. P., & Al Otaiba, S. (2014). Is scientifically-based reading instruction effective for students with Below-Average IQs? *Exceptional Children*, 80, 289-308.

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# But...

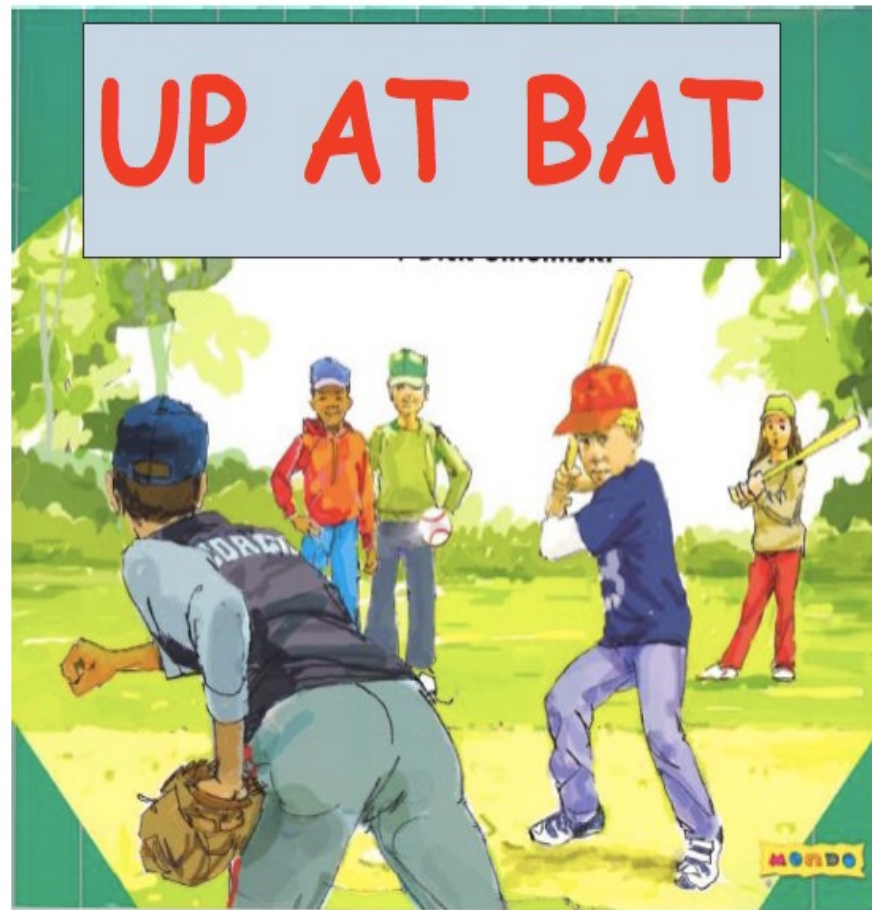
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- A few students from longitudinal study still struggling with sounding out simple words even though they knew letter sounds
- ideas we wanted to try, particularly related to new decodable text that would address challenges
  - low language – stories were difficult to comprehend (e.g., suds instead of bubbles in a story about a bubble bath, awkward syntax)
  - needed more stories with more repetition of words/skills in the scope and sequence
  - difficulty transfer from lessons to books



Allor, J. H., Gifford, D. B., Al Otaiba, S., Miller, S. J., & Cheatham, J. P. (2013). *Teaching students with intellectual disability to integrate reading skills: Effects of Text and Text-Based Lessons*. Remedial and Special Education.

- Wrote new “**multicriteria**” **text** for students to practice to address those issues
  - Decodable, controlled text
  - Increased repetition (esp., high-frequency decodable and irregular words)
  - Familiar topics with natural language
  - Relatively more sight words (high-frequency irregular words) than typical decodable readers
- **Created lessons specifically to teach the words in new text**



By Joanna Guinther

Illustrated by Dick Smolinski

Adapted by Jill Allor



Crack! The bat hits the ball .



"I did it! I did it!" said Sam. "I hit the ball."



"Look at the ball !" said Tom. "Look at the ball go up ,  
up, up!"



Where will the ball go ?



hit with will  
 Sam land fun  
 can hits bat  
 not fast bam  
 Tom

Will Sam hit the ball?

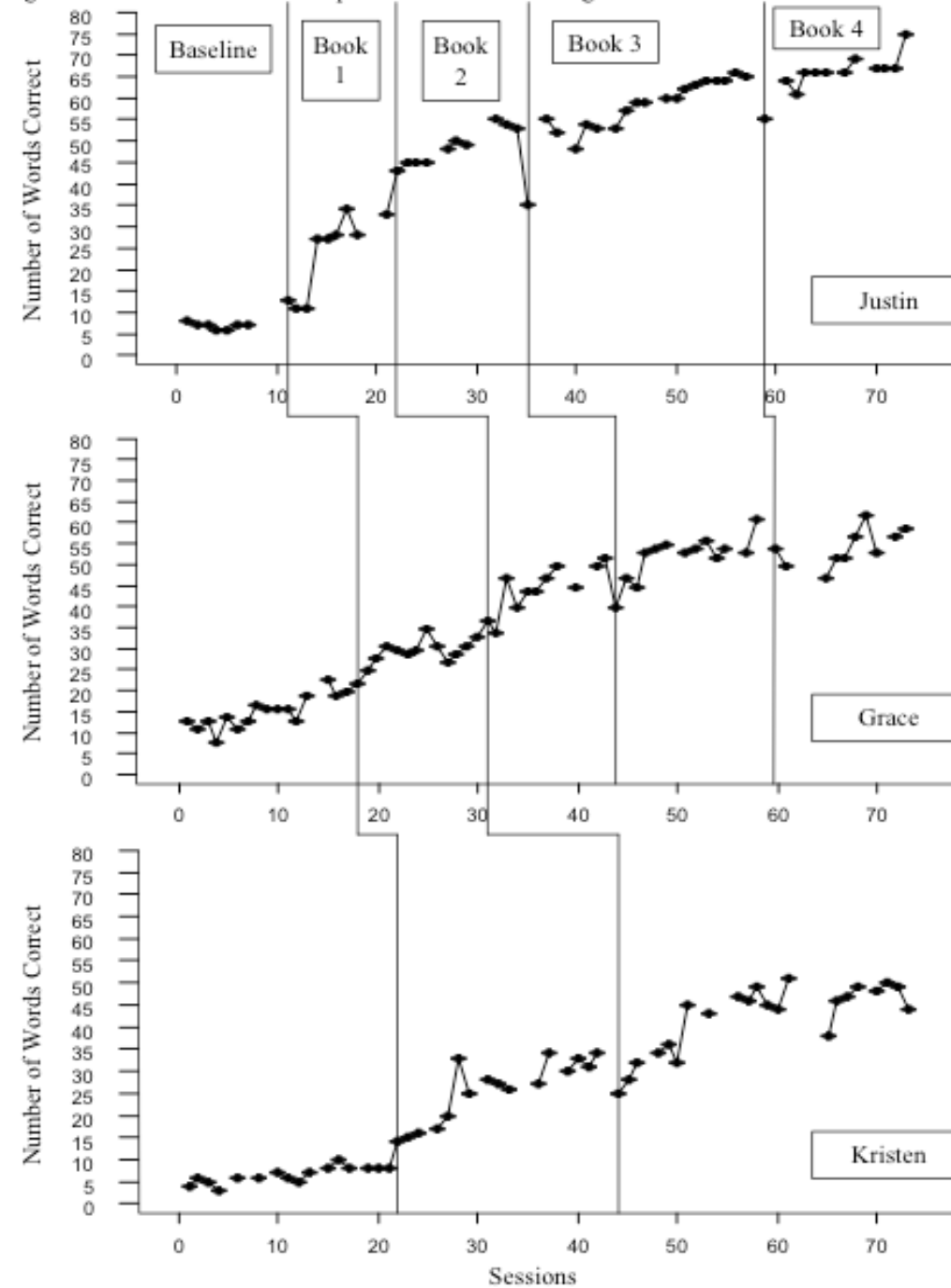


Bam! Sam hits the ball.



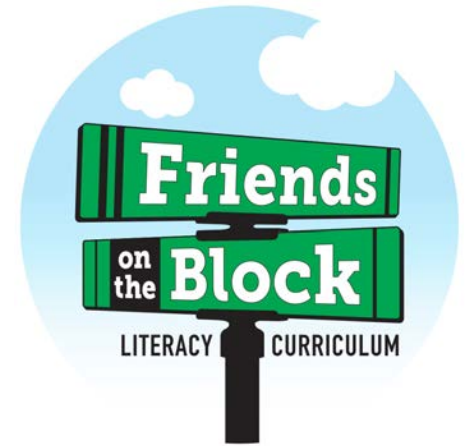
look said  
 do want  
 I looks  
 the want  
 you to

Figure 1. Words read correct on proximal measure during baseline and intervention





# Project Intensity IES Development Grant (2013-2018)



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The Development of a **Supplemental** Literacy Program  
Designed to Provide **Extensive Practice** with **Multiple-Criteria**  
**Text** for Students with Intellectual Disabilities

# We developed and piloted *Friends on the Block (FOTB)* in a series of SCD studies (18 students)

- A comprehensive and intensive **early literacy intervention** designed to provide needed supports and practice so **all students** can attain early literacy skills, particularly those with **intensive needs** such as students with **intellectual and developmental disabilities (IDD)**
- It includes customizable and engaging books and instructional materials:
  - a researcher-developed series of 60 student **books** (meaningful and engaging)
  - **explicit, systematic lessons** (phonics, comprehension, language, etc.) provide extensive opportunities for students to integrate and apply skills
  - **learning games** to support practice and cumulative review

# Lesson Structure

## Part 1: Warmups 5-8 minutes

## Part 2: Book Reading 10-15 minutes

## Part 3: Learning Games 5-10 minutes



# FOTB Authors

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Dr. Jill Allor



Dr. Jennifer  
Cheatham



Dr. Stephanie  
Al Otaiba

# Friends on the Block: Development Research

- Allor, J. H., Gifford, D. B., Jones, F. G., Al Otaiba, S., Yovanoff, P., Ortiz, M. B., & Cheatham, J. P. (2018). The effects of a text-centered literacy curriculum for students with intellectual disability. *American Journal for Intellectual and Developmental Disabilities*, 123, 474-494. doi:10.1352/1944-7558-123.5.474  
[single-case design with 8 students]
- Allor, J. H., Yovanoff, P., Al Otaiba, S., Ortiz, M. B., & Conner, C. (2020). Evidence for a literacy intervention for students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 55, 290-302. [synthesis of data from all 18 students who participated]

<https://www.friendsontheblock.com/case-studies>



## Student Demographics and Dosage

| Student  | Age | IQ <sup>a</sup> | FOTB<br>Starting<br>Level | FOTB<br>Ending<br>Level | PPVT<br>Age <sup>c</sup> | Disability Information  | Total<br>Dosage<br>(hours) | Total<br>Dosage<br>(weeks) |
|----------|-----|-----------------|---------------------------|-------------------------|--------------------------|---|----------------------------|----------------------------|
| Ann      | 6   | 59              | 1                         | 3                       | 2:04                     | Smith-Lemli Opitz   | 32                         | 27                         |
| Brent    | 7   | 55              | 1                         | 3                       | 3:04                     | Autism Spectrum Disorder/Speech<br>Impairment                         | 21                         | 21                         |
| Claire   | 9   | 41              | 3                         | 5                       | 2:07                     | Intellectual Disability/Speech Impairment                             | 39                         | 21                         |
| Dan      | 9   | 42              | 4                         | 7                       | 2:06                     | Autism Spectrum Disorder  | 26                         | 27                         |
| Ellie    | 9   | 42              | 1                         | 3                       | 2:09                     | Down syndrome   | 30                         | 27                         |
| Frank    | 9   | 70              | 1                         | 3                       | 5:03                     | Autism Spectrum Disorder/Intellectual<br>Disability/Speech Impairment | 32                         | 21                         |
| Greg     | 10  | 40              | 1                         | 4                       | 2:03                     | Smith-Lemli Opitz/Brain Tumor   | 31                         | 27                         |
| Henry    | 10  | 43              | 1                         | 7                       | 5:04                     | Intellectual Disability/Speech Impairment                             | 57                         | 12/21                      |
| Isabelle | 10  | 47              | 6                         | 7                       | 3:06                     | Down syndrome   | 57                         | 27                         |

<sup>a</sup>IQ scores were based on Full Scale 4 scores on the *Wechsler Abbreviated Scale of Intelligence WASI-II*; (Wechsler, 2011).

<sup>b</sup>Kevin had a verbal score of 61 and a percent reasoning score of 119.

<sup>c</sup>*Peabody Picture Vocabulary Test* Age Equivalent Scores (Year: Months)

### Student Demographics and Dosage

| Student | Age | IQ <sup>a</sup> | FOTB<br>Starting<br>Level | FOTB<br>Ending<br>Level | PPVT<br>Age <sup>c</sup> | Disability Information                    | Total<br>Dosage<br>(hours) | Total<br>Dosage<br>(weeks) |
|---------|-----|-----------------|---------------------------|-------------------------|--------------------------|---|----------------------------|----------------------------|
| Kevin   | 10  | 88 <sup>b</sup> | 7                         | 11                      | 7:05                     | Speech Impairment                         | 32                         | 12/21                      |
| Larry   | 11  | 52              | 1                         | 6                       | 6:01                     | Intellectual Disability/Speech Impairment | 33                         | 21                         |
| Matt    | 11  | 63              | 5                         | 8                       | 4:09                     | Down syndrome                             | 44                         | 27                         |
| Neal    | 11  | 65              | 1                         | 6                       | 9:03                     | Speech Impairment                         | 33                         | 12/21                      |
| Oscar   | 11  | 70              | 1                         | 4                       | 5:11                     | Intellectual Disability/Speech Impairment | 53                         | 21                         |
| Pam     | 12  | 63              | 7                         | 9                       | 7:06                     | Intellectual Disability/Speech Impairment | 50                         | 21                         |
| Quinn   | 12  | 65              | 8                         | 14                      | 5:04                     | Intellectual Disability/Speech Impairment | 41                         | 12/21                      |
| Robert  | 13  | 40              | 1                         | 3                       | 4:07                     | Down syndrome                             | 55                         | 27                         |

<sup>a</sup>IQ scores were based on Full Scale 4 scores on the *Wechsler Abbreviated Scale of Intelligence* WASI-II; (Wechsler, 2011).

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<https://www.friendsontheblock.com/research>



# Conclusions

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- Consistent moderate-to-strong positive effects for each case (i.e., student) and across all cases for both sight (irregular, high frequency) and decodable words.
  - Mean effect sizes of 18 sight word cases ranged from 0.44 to 0.86, with an overall mean of 0.73.
  - Mean effect sizes of 8 decodable word cases ranged from 0.47 to 0.90, with an overall mean of 0.74.
- The intervention resulted in statistically significant increases in word recognition, specifically the numbers of sight words and decodable words read correctly.
- The average dose was 3.03 Instructional Lessons (SD = .45) and 1.83 Reinforcement Lessons (SD = 1.02) per week.
- All students progressed through at least two and up to six levels of the curriculum within a school year.

# A little bit about “John”

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|   |                  |
|---|------------------|
| <b>IQ</b>                                   | 56               |
| <b>FOTB Starting Level</b>                  | 1                |
| <b>FOTB Ending Level</b>                    | 4                |
| <b>Age at Time of Intervention</b>          | 10               |
| <b>Language Age Equivalent (PPVT)</b>       | 3 years 4 months |
| <b>Disability</b>                           | Down syndrome    |
| <b>Participation in FOTB Intervention</b>   | 27 weeks         |
| <b>Total # of Hours of FOTB Instruction</b> | 50 hours         |

| <b>Assessment</b>                          | <b>Pre-Intervention</b> | <b>Post-Intervention</b> |
|--|-------------------------|--------------------------|
| <b>AimsWeb Letter Sound Fluency</b>        | 0                       | 2                        |
| <b>FAST Onset Sounds (max is 16)</b>       | 5                       | 8                        |
| <b>Word Identification Fluency</b>         | 0                       | 1                        |
| <b>DIBELS Phoneme Segmentation Fluency</b> | 1                       | 2                        |

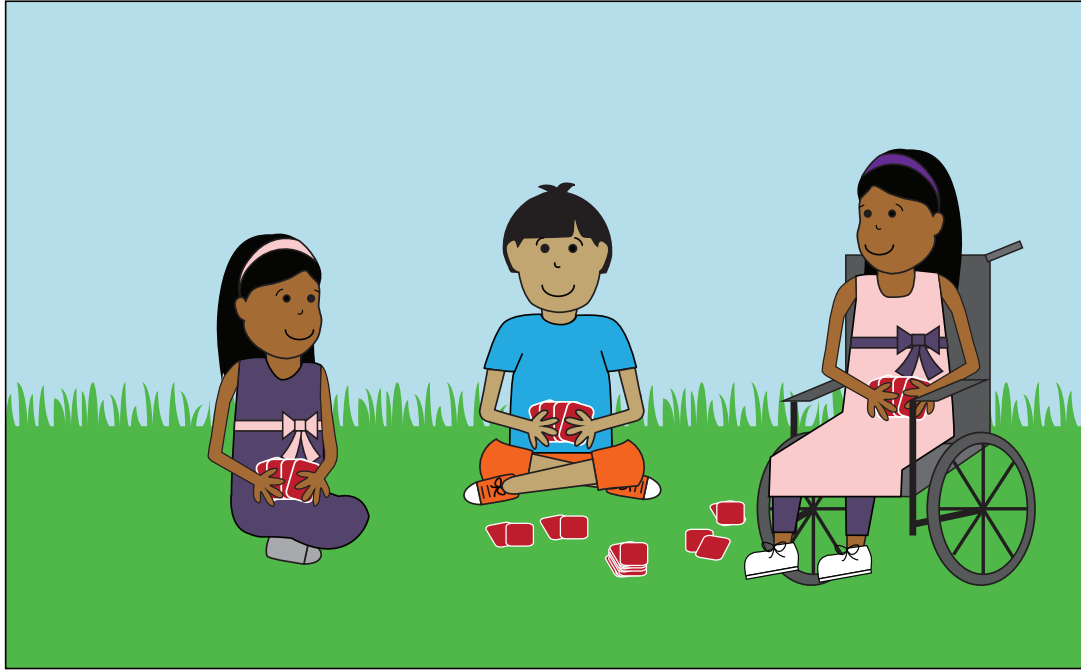
# A little bit about “Henry”

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|   |  |
|---|--|
| <b>IQ</b>                                   | 43   |
| <b>FOTB Starting Level</b>                  | 1  |
| <b>FOTB Ending Level</b>                    | 7  |
| <b>Age at Time of Intervention</b>          | 10   |
| <b>Language Age Equivalent (PPVT)</b>       | 5 years 4 months                           |
| <b>Disability</b>                           | Intellectual Disability/ Speech Impairment |
| <b>Participation in FOTB Intervention</b>   | 12 weeks/21 weeks                          |
| <b>Total # of Hours of FOTB Instruction</b> | 57 hours                                   |

| <b>Assessment</b>                          | <b>Pre-Intervention</b> | <b>Post-Intervention</b> |
|--|-------------------------|--------------------------|
| <b>AimsWeb Letter Sound Fluency</b>        | 16                      | 28                       |
| <b>FAST Onset Sounds (max is 16)</b>       | 13                      | 16                       |
| <b>FAST Blending (max is 10)</b>           | 3                       | 4                        |
| <b>Fuchs Word Identification Fluency</b>   | 3                       | 7                        |
| <b>DIBELS Phoneme Segmentation Fluency</b> | 6                       | 12                       |

# Level 7 Book



## Kids on the Block

Written by Jill Allor, Stephanie Al Otaiba, and Jennifer Cheatham  
Illustrated by Jennifer Cheatham

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[www.FriendsOnTheBlock.com](http://www.FriendsOnTheBlock.com)

7B

### Read It

|         |      |      |       |       |
|---------|------|------|-------|-------|
| because | care | come | could | feel  |
| first   | how  | of   | next  | said  |
| should  | take | too  | why   | would |

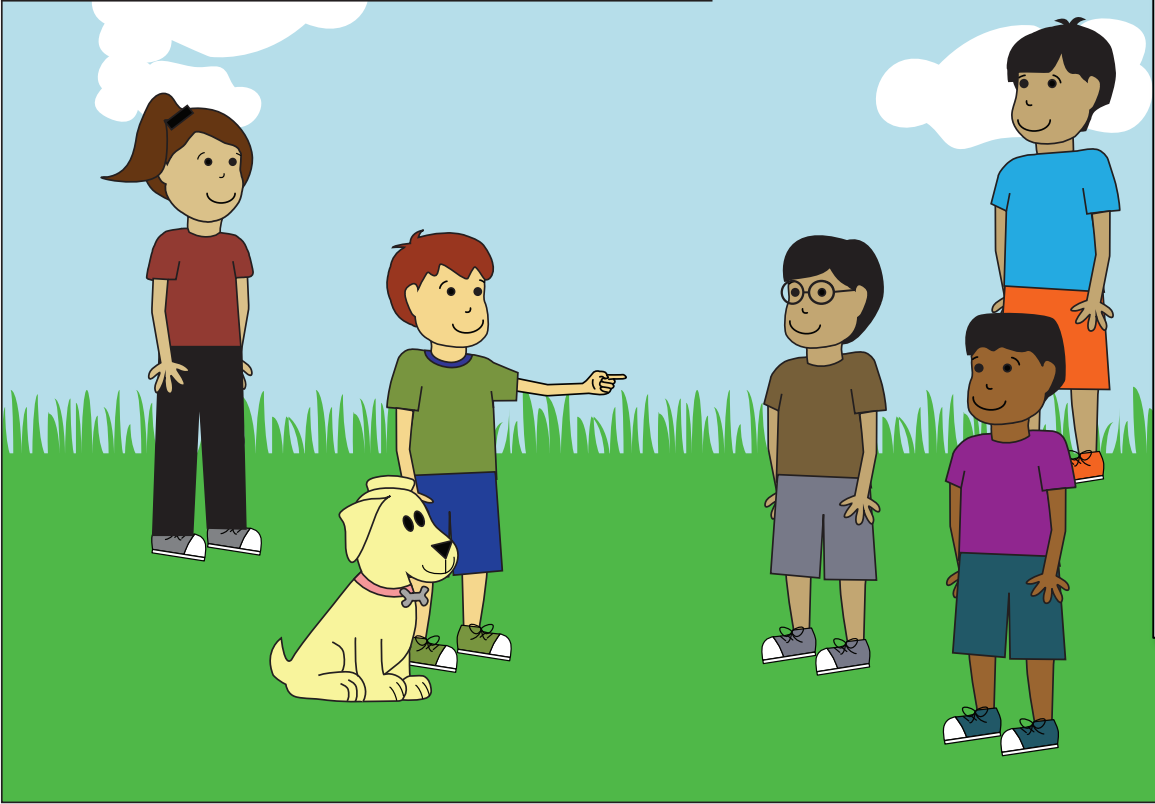
### Sound It Out

|     |      |      |      |      |
|-----|------|------|------|------|
| big | did  | got  | him  | if   |
| in  | it   | mom  | not  | on   |
| sit | stop | this | will | with |

# Level 7 Book

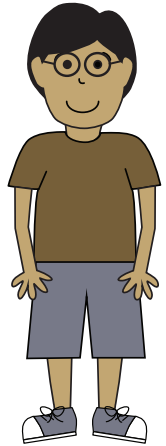
Text in gray is Helper Text  
read by the teacher

Sam was friends with all the kids on the block.  
They liked to play Tag. They took turns being *it*.



Sam said to Will, "Come here. I pick you. Would you like to be *it* first?"

Will said, "Yes, I would. It is lots of fun to be *it*."



# **Current work at SMU:**

## **Project Intensity IES Efficacy Grant**



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Examining the Efficacy of Friends on the Block: An Intensive Early Literacy Intervention for Elementary Students with Intellectual and Developmental Disability (2020-2025)

# Principal Investigators:

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- Dr. Jill Allor, Southern Methodist University
- Dr. Stephanie Al Otaiba, Southern Methodist University
- Dr. Gregory Benner, University of Alabama
- Dr. Keith Smolkowski, Oregon Research Institute

## Project Coordinators:

- Wendy Nevitt, M.Ed., Southern Methodist University
- Dr. June Preast, University of Alabama



# Current Intensity Team



# Purpose

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The purpose of Project Intensity is:

- to conduct **a randomized control trial (RCT)** in schools in Alabama and Texas
- to evaluate the initial **efficacy** of a text-based early literacy intervention
- to enhance the reading and language outcomes of participating students with **intellectual and developmental disabilities (IDD)**

# Treatment Condition vs. Control Condition

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| TREATMENT   | CONTROL   |
|---|---|
| Receive daily intervention from Project Teachers hired by SMU for 2 academic years            | Receive daily reading instruction from their classroom teachers |
| All students will participate in pre-testing, quarterly progress monitoring, and post-testing |   |

# Primary Research Question

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- Do students who participate in FOTB demonstrate greater **reading** and **language** outcomes compared to students who participate in BAU reading instruction?

Results  
Coming Soon!



# Research to Practice





# Recommendation #1

Give every student an opportunity to learn to read in a way that is consistent with research and theory about reading development.



## EDUCATOR'S PRACTICE GUIDE

A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

## Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



NCEE 2016-4008  
U.S. DEPARTMENT OF EDUCATION

**ies** NATIONAL CENTER FOR  
EDUCATION EVALUATION  
AND REGIONAL ASSISTANCE  
Institute of Education Sciences

# Recommendations from WWC Practice Guide

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1. Teach students academic language skills, including the use of inferential and narrative **language**, and vocabulary knowledge.
2. Develop awareness of the segments of **sounds in speech** and **how they link to letters**.
3. Teach students to **decode words**, analyze word parts, and write and recognize words.
4. Ensure that each student reads **connected text** every day to support reading accuracy, fluency, and comprehension.

This report is available on the IES website at <http://whatworks.ed.gov>.

Foorman, et al. (2016)

Follow a **systematic** scope and sequence and **explicitly** teach key skills.




| Strand                               | Objective/Skill  | Activity/<br>Learning Game       | ★ |   |   | ◇ |   | ● |   |   | ▲ |    |    |    |    |    |
|--------------------------------------|--|----------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
|                                      |  |                                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Language: Comprehension & Vocabulary | Make predictions about a text; develop oral language     | Predict                          | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  | ✓  | ✓  |
|                                      | Develop language and story comprehension                 | Discuss                          | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  | ✓  | ✓  |
|                                      | Discuss and summarize a text using a graphic organizer   | Review/ Get the Gist (Level 12+) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  | ✓  | ✓  |
|                                      | Develop language by sorting words based on meaning       | Think and Sort                   | ✓ | ✓ | ✓ |   |   |   |   |   |   |    |    |    |    |    |
| Phonemic Awareness                   | Orally blend the first sound and rime into a spoken word | Say the Word                     | ✓ | ✓ |   |   |   |   |   |   |   |    |    |    |    |    |
|                                      |  | Sounds Bingo                     | ✓ | ✓ |   |   |   |   |   |   |   |    |    |    |    |    |
|                                      | Identify the first sound in spoken words                 | Say the First Sound              | ✓ | ✓ |   |   |   |   |   |   |   |    |    |    |    |    |
|                                      |  | Sounds Bingo                     | ✓ | ✓ |   |   |   |   |   |   |   |    |    |    |    |    |
|                                      | Orally blend phonemes (sounds) into a word               | Say the Word                     |   |   | ✓ | ✓ | ✓ |   |   |   |   |    |    |    |    |    |
|                                      |  | Sounds Bingo                     |   |   | ✓ |   |   |   |   |   |   |    |    |    |    |    |
|                                      | Identify the phonemes (sounds) in spoken words           | Say the Sounds                   |   |   | ✓ | ✓ | ✓ |   |   |   |   |    |    |    |    |    |
|                                      |  | Sounds Bingo                     |   |   | ✓ |   |   |   |   |   |   |    |    |    |    |    |

- Language Comprehension and Vocabulary
- Phonemic Awareness
- Phonics and Word Recognition
- Fluency
- Writing and Spelling

|                  |  |                          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------|--|--------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Word Recognition | Fluently pronounce taught irregular words  | Amazing Words            | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  |  | Word Bingo               | ✓ | ✓ | ✓ |   |   |   |   |   |   |   |   |   |   |   |
|                  |  | Word Play                | ✓ | ✓ | ✓ |   |   |   |   |   |   |   |   |   |   |   |
|                  | Fluently say the sounds for taught letters/patterns.   | Say the Letter-Sound     | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  |  | Climb and Slide          | ✓ | ✓ | ✓ |   |   |   |   |   |   |   |   |   |   |   |
|                  | Sound out and read short vowel words in which each letter represents its most common sound     | Sound It Out             |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |   |
|                  |  | I Got It                 |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |   |
|                  | Sound out and fluently read words with taught letter patterns                                  | Sound It Out             |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  |  | Speed Reader             |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  |  | I Got It                 |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Fluency          | Fluently read target words, including taught sight words and words with taught letter patterns | Read through the Seasons |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  |  | Word Bingo               |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  |  | Word Play                |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  | Pronounce words made up of taught patterns with s, ed, and ing                                 | Read the Groups          |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  | Pronounce words made up of taught spelling patterns and syllable types                         | Read the Parts           |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  | Read sentences fluently  | Super Sentences          | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |   |
|                  | Read text with increasing fluency  | Read                     | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  | Identify the sounds in spoken words; spell words made up of taught letters/patterns            | Say and Write            |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  | Write sentences fluently   | Writing Super Sentences  |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                  | Apply various skills in the context of a book  | Scavenger Hunt           | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# Progression of Key Skills from Phonemic Awareness to the Alphabetic Principle

|  |                    | Blending  | Segmenting  |
|--|--------------------|---|---|
|  | First Sound        | Blend first sound and rime<br><i>Teacher: /mmmm/ /at/<br/>Student: mat</i>              | Isolate the first sound<br><i>Teacher: mat<br/>Student: /mmmm/</i>        |
|  | Phoneme by Phoneme | Blend all phonemes<br><i>Teacher: /mmmm/ /aaa/ /t/<br/>Student: mat</i>                 | Segment all phonemes<br><i>Teacher: mat<br/>Student: /mmmm/ /aaa/ /t/</i> |
|  | Link to Letters    | Decode<br>(consonant-vowel-consonant)<br><i>Student: sounds out and reads<br/>"mat"</i> | Spell<br>(consonant-vowel-consonant)<br><i>Student: spells "mat"</i>      |



# PA Blending: Say the Word

---

Say the Word: goat, fish, sheep, dog

**1. Teacher:** I will say the sounds in a word. Then you will say the word. I'll do the first one. **Listen.** /g/ /ooo/ /t/ (Stretch the word by connecting the sounds as you say it slowly. Hold continuous sounds for 2-3 seconds. Say the stop sounds quickly. Allow think time.) **That word is goat. Say the word.**

Students: (goat)

**2. Teacher:** Listen. /fff/ /iii/ /shshsh/  
**Say the word.**

**Students:** (Say the word.)

Repeat Step 2 with sheep /shshsh/ /eee/ /p/ and dog /d/ /ooo/ /g/.

## Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the word slowly. Stretch continuous sounds 2-3 seconds and connect the sounds.
2. Gradually shorten the length of continuous sounds.
3. Provide the word and have students repeat it.

# PA Segmenting: Say the Sounds

---

## Say the Sounds: fish, goat, sheep, dog

**1. Teacher:** I will say a word. Then you will say each sound in the word, one at a time. The first word is Fish. Listen to me say the sounds. /fff/ /iii/ /shshsh/. (Model stretching the word by connecting the sounds as you say the word slowly. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Say the sounds with me.**

**Teacher and Students:** (Say each sound, holding up one finger at a time.)

**2. Teacher:** Listen. Goat. Say the sounds.

**Students:** (Say the sounds.)

Repeat Step 2 with *sheep and dog*.

## Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

**I: Listen.** Say the sounds, holding continuous sounds and saying stop sounds quickly.

**We: Say it with me.** Students say the sounds with you.

**You: Your turn.** Students say the sound independently.

# Sounds BINGO

## Phonemic Awareness

### Objectives:

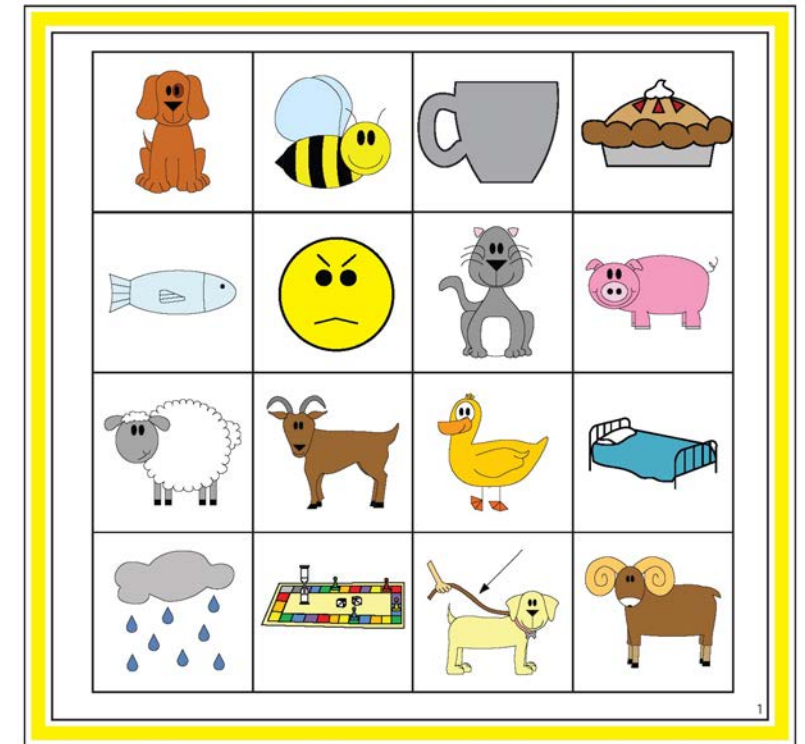
*Blending* - Orally blend sounds (phonemes) into words;

*Segmenting* - Say the sounds (phonemes) in spoken words.

- Teacher says each sound in the word (holding continuous sounds and saying stop sounds quickly).
- Student thinks of the word and says it aloud.
- Student finds the matching picture on the board and covers it with a bingo marker.

OR

- Teacher chooses a word from the list and says the word.
- Student says each sound in the word.
- Student finds the matching picture on the board and covers it with a bingo marker.



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# Warm-Up: Say the Letter Sound

**Teacher:** When I touch the letter, say the letter-sound. Remember to say the sound for as long as I touch it.

**Teacher:** Say the letter-sound. (Touch the letter, holding your finger on the letter for 2-3 seconds for a continuous sound or tapping the letter quickly for a stop sound.)

**Students:** (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

## Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

**I: Listen.** Say the sound for the students.

**We: Say it with me.** Students say the sound with you.

**You: Your turn.** Students say the sound independently.

Repeat the row.

Warm-Up

Say the Letter-Sound

|   |   |   |   |   |
|---|---|---|---|---|
| c | t | p | m | s |
|---|---|---|---|---|

Read It

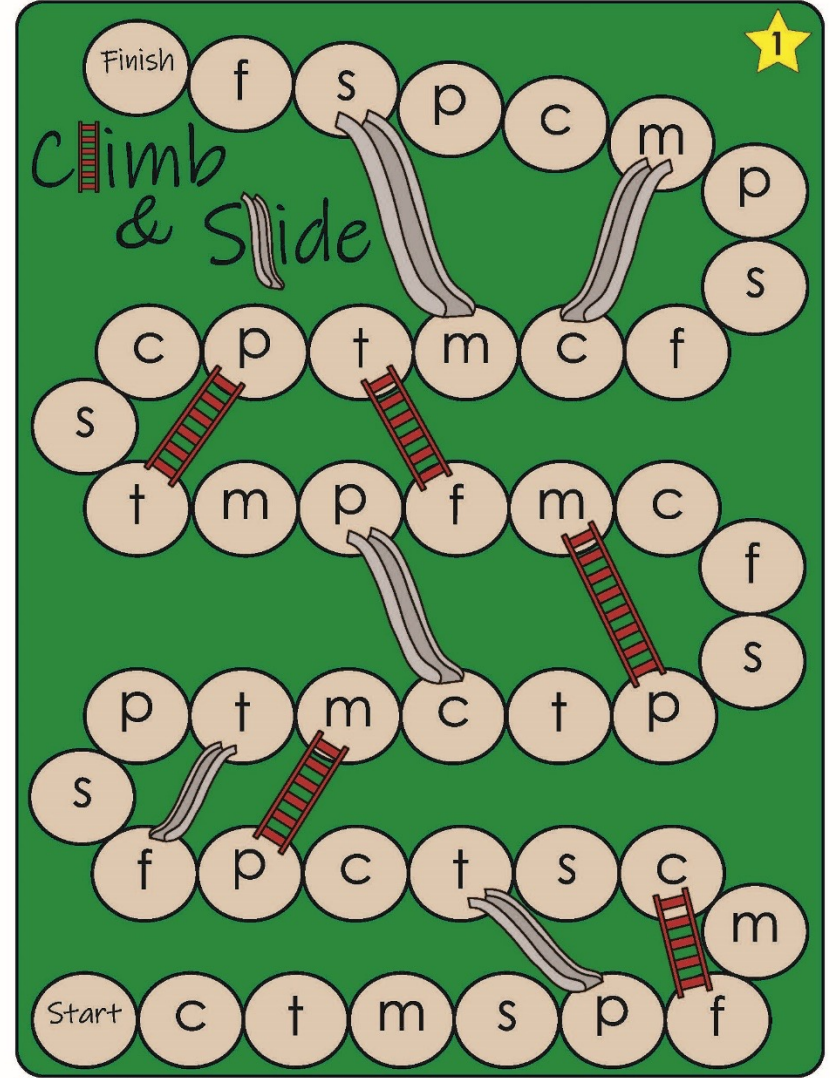
|      |      |     |   |    |
|------|------|-----|---|----|
| like | want | not | I | do |
|------|------|-----|---|----|

# Climb & Slide

---

## Letter Sounds

- The child rolls the die
- The child moves the pawn the number of spaces the die indicates
- If you land on a ladder, you climb up; if you land on a slide, you slide down
- The child says the sounds of the letter he/she lands on
- The first to reach the 'finish' wins



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# Sound it Out

**Teacher:** You're going to say the sounds in a word and then say the word. Listen as I sound it out. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

**Teacher:** (Point to letters of next word.) Sound it out.

**Students:** (Say each sound as you point to the letter, then say the word.)  
Repeat Step 2 with all of the words.

## Corrective Feedback & Scaffolding

If students make an error, follow the *I, We, You* feedback procedure.

**I: Listen.** Sound it out.

**We: Read it with me.** Students sound it out with you.

**You: Your turn.** Students sound it independently.

Repeat the row.

| Warm-Up              |      |      |       |     |
|----------------------|------|------|-------|-----|
| Say the Letter-Sound |      |      |       |     |
| r                    | a    | z    | k     | l   |
| Sound It Out         |      |      |       |     |
| mad                  | Jazz | can  | at    | am  |
| Read It              |      |      |       |     |
| was                  | to   | good | there | are |



# I Got It: Sounding Out

## Decoding

- **Objective:** *Sound out and read short vowel words with taught letter-sounds/patterns*
  - The student picks up a card and says the sound, stretching continuous sounds for 2 - 3 seconds, and saying stop sounds quickly.
  - If the student has that letter on their sentence card, they put a bingo marker on the corresponding letter.
  - When all of the letters on the student's page have been covered, the student sounds out and reads the word before reading the sentence.

m

a

d



I am not

|   |   |   |   |
|---|---|---|---|
| m | a | d | . |
|---|---|---|---|



I Got It

# Segment to Spell (encoding): Say and Write

---

**Say the Word:** *it, him, got, stop*

**1. Teacher:** **I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word. The first word is *it*. Listen to me say the sounds. /iii//t/.**

(Model stretching the word by connecting the sounds as you say the word slowly. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Say the sounds with me.**

**Teacher and Students:** (Say each sound, holding up one finger at a time.)

**Teacher:** **Now, watch me write the word.** (Model writing the word by saying each sound as you write the letter(s).) **Now, you write the word.**

**Students:** (Write the word.)

**2. Teacher:** **Listen. Him. Say the sounds.**

**Students:** (Say the sounds.)

**3. Teacher:** **Write the word.**

**Students:** (Write the word.)

Repeat Step 2 and 3 with *got* and *stop*.

# I Got It: Segmenting to Spell

## Encoding

**Objectives:** *Say the sounds in spoken words; spell words made up of taught letters/patterns*

- Teacher says the full word. Then the student says each sound in the word, one at a time.
- Teacher models stretching the word by connecting the sounds as they say the word slowly making sure to hold continuous sounds 2-3 seconds and say stop sounds quickly. Student can say the sounds with them.
- Teacher guides the students to write the letter(s) that represent each sound in the boxes.
- Student sounds out and then reads the word then the sentence.



I am not

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

m

a

d

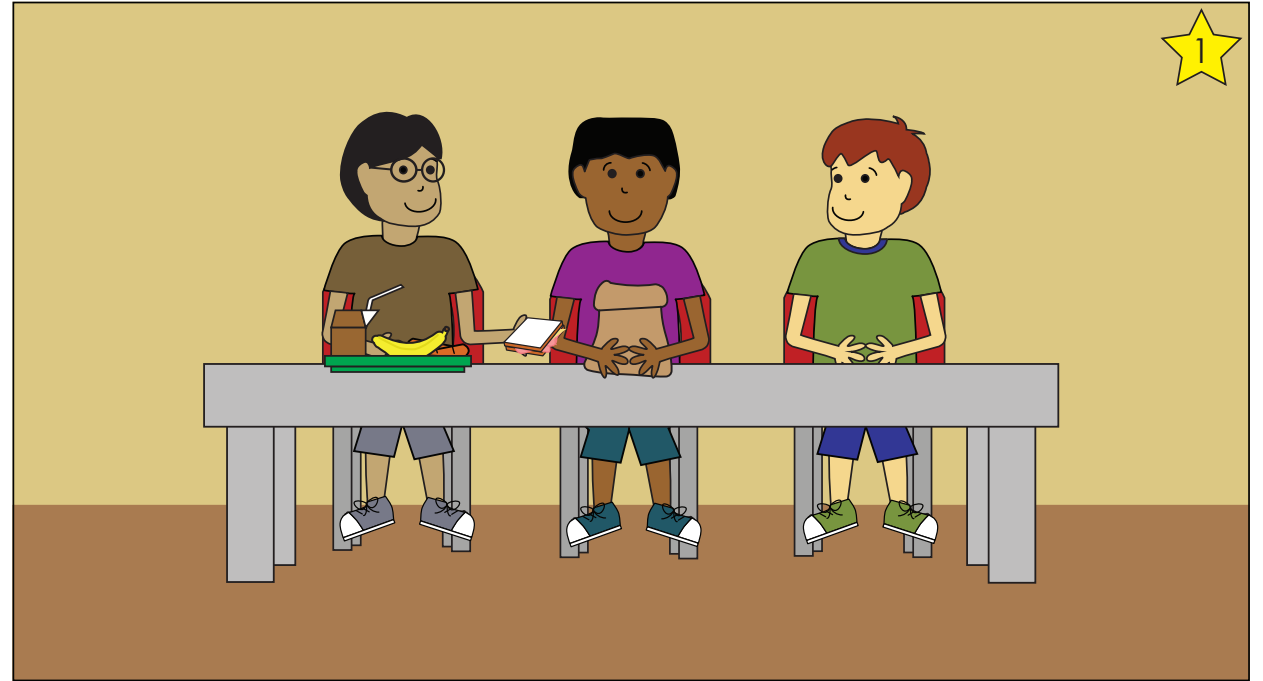
# A Lot!



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## Recommendation #4

Practice words in  
meaningful  
connected text  
(sentences or stories)  
as soon as possible.



Sam's Lunch

Written and Illustrated by Jennifer Cheatham

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[www.FriendsOnTheBlock.com](http://www.FriendsOnTheBlock.com)



Tim said, "I have two muffins. Do you want a muffin?"

I do not want a muffin.



Text in gray is Helper Text  
read by the teacher

## Warm-Up

Say the Letter-Sound

c t p m s

Read It

like want not I do

Tim said, "I also have some apple slices. Do you want some apples?"

I want apples.



Sam said, "I am sorry. Jazz won't hurt you. Are you mad at me?"

Are you mad?

No, I am not mad. I am scared.



Text in gray is Helper Text read by the teacher

## Warm-Up

Say the Letter-Sound

r a z k l

Sound It Out

mad Jazz can at am

Read It

was to good there are

Sam asked the girl if she wanted to play with Jazz.

Jazz can play. Do you want to play?

Yes, I like to play.

Yes, I want to play! I am happy. She is a good dog.



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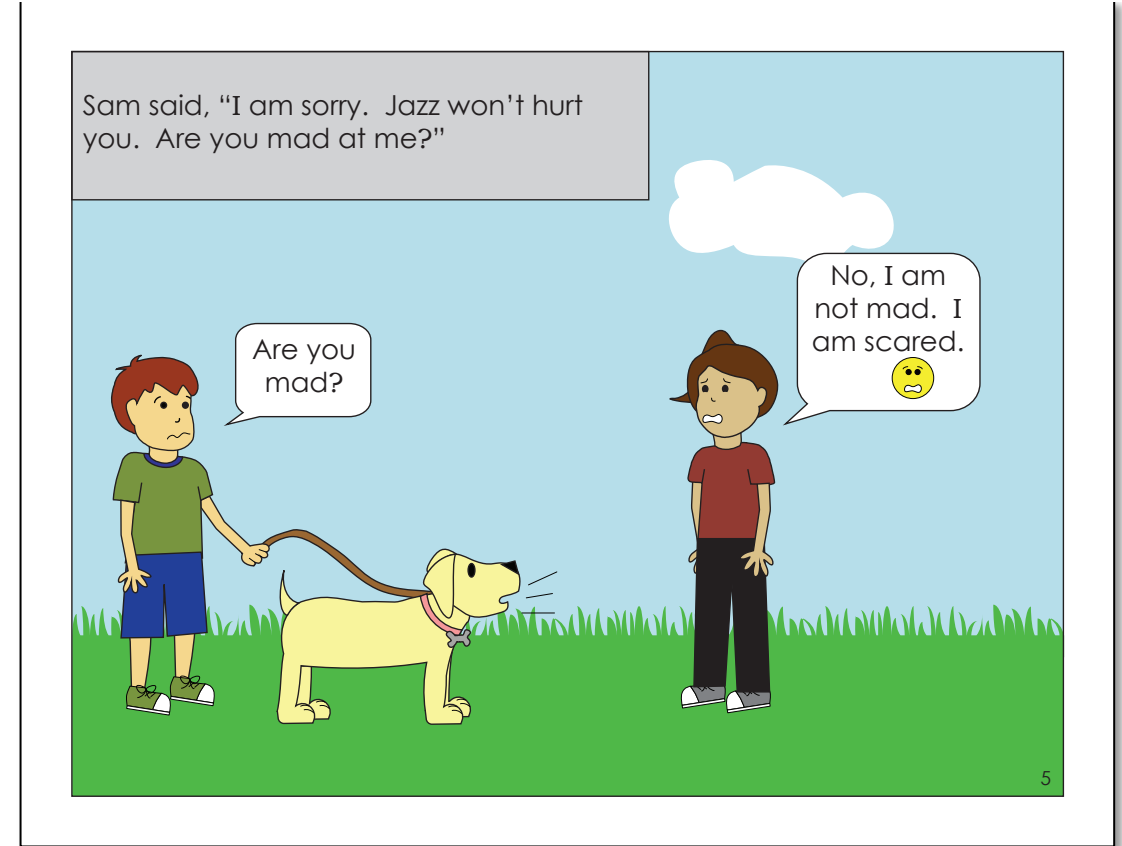
## Recommendation #5

Use dialogic reading to build language comprehension.



# Examples of Dialogic Reading Questions

|   |   |
|---|---|
| 3 | Why does Sam ask the girl if she is mad? What are some things that make you mad/scared? |
| 2 | Sam says he is _____. (sorry) Why do you think Sam is sorry?                            |
| 1 | What color is the sky? (blue)   |



# Recommendation #6

---

Provide immediate corrective feedback.

**I: Listen.** (model)  
**We: Do it with me.** (lead)  
**You: Your turn.** (test)  
**Repeat.**



# Book Reading – Corrective Feedback

---

**Corrective Feedback and Scaffolding:** Follow the *I, We, You* feedback procedure.

## **Sound It Out Words**

**I: Listen.** Sound out the word for the students.

**We: Sound it out with me.** Students sound out the word with you.

**You: Your turn.** Students sound out the word independently.  
Repeat the sentence.

## **Read It Words**

**I: Listen.** Read the word for the students.

**We: Read it with me.** Students read the word with you.

**You: Your turn.** Students read the word independently.  
Repeat the sentence.




# Recommendation #7


Monitor progress and  
provide intensive  
practice  
on key skills

### Word Bingo

|      |     |                             |      |      |
|------|-----|-----------------------------|------|------|
| say  | boy | stop                        | day  | rain |
| cold | ran | once                        | were | give |
| more | old | Word<br>Bingo<br>Free Space | step | any  |
| roll | saw | play                        | done | way  |
|      |     |                             | told | warm |

### Speed Reader

|   |   |  |
|---|---|--|
| hold<br> | rain<br> | say<br> |
| cold  | plain   | way  |
| old   | train   | may  |
| told  | main  | day  |



He likes to

|   |   |    |
|---|---|----|
| p | l | ay |
|---|---|----|

with the ball.

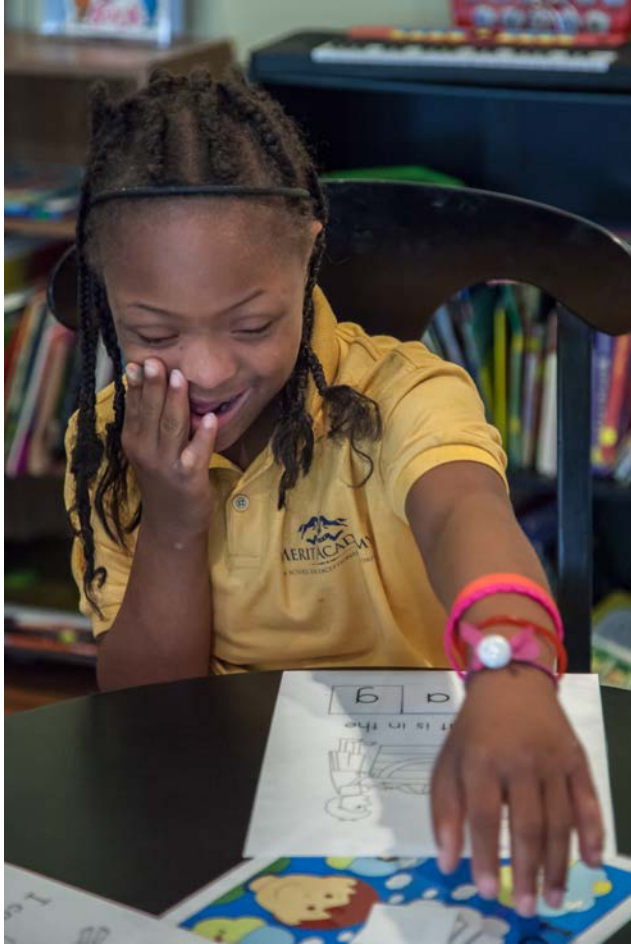
p

l

ay

# Thank you to students!

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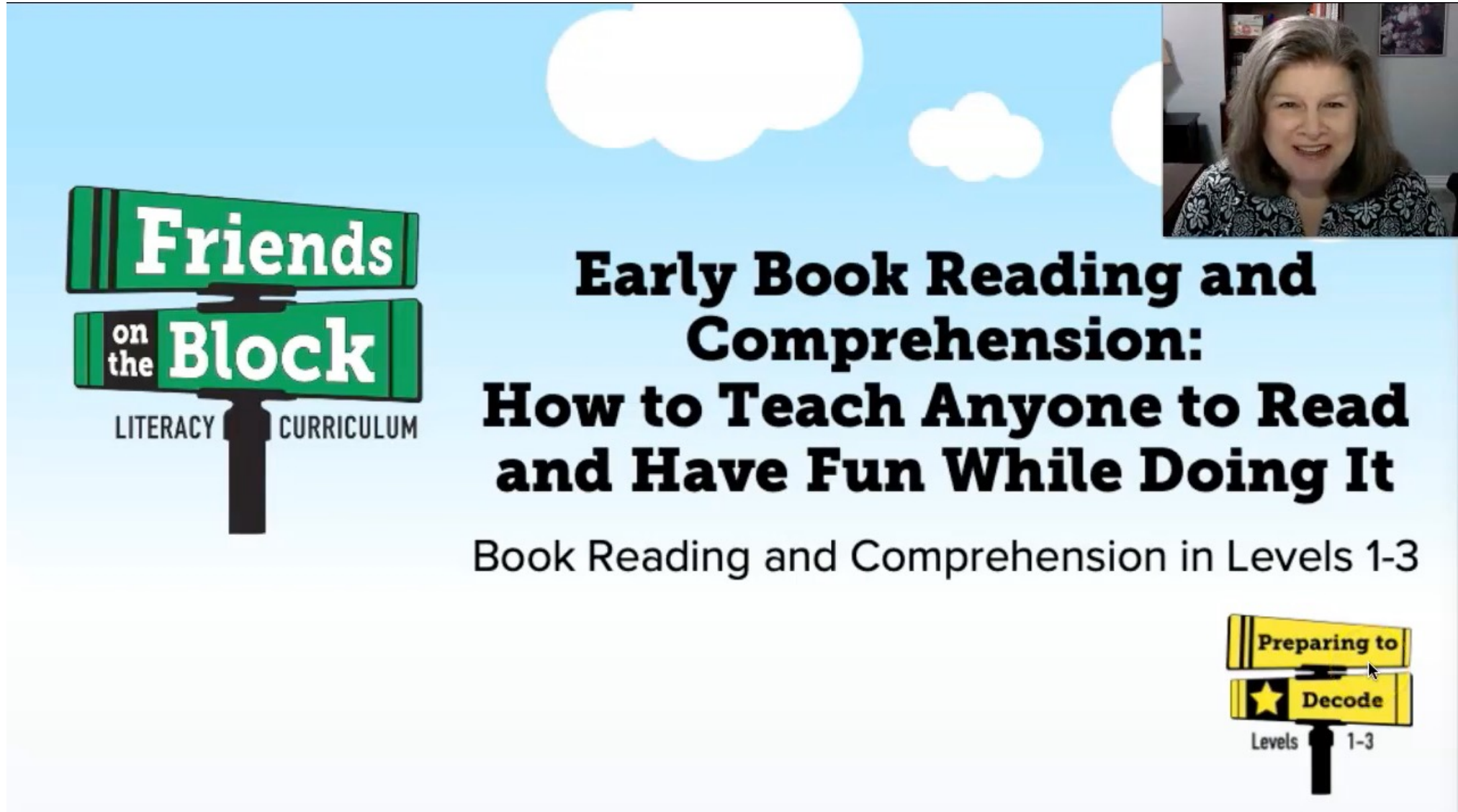
# Resources

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- Allor, J. H., Gifford, D. B., Al Otaiba, S., Miller, S. J., & Cheatham, J. P. (2013). *Teaching students with intellectual disability to integrate reading skills: Effects of Text and Text-Based Lessons*. Remedial and Special Education.
- Allor, J. H., Gifford, D. B., Jones, F. G., Al Otaiba, S., Yovanoff, P., Ortiz, M. B., & Cheatham, J. P. (2018). The effects of a text-centered literacy curriculum for students with intellectual disability. *American Journal for Intellectual and Developmental Disabilities*, 123, 474-494. doi:10.1352/1944-7558-123.5.474 [single-case design with 8 students]
- Allor, J. H., Mathes, P., Roberts, K., Cheatham, J. P., & Al Otaiba, S. (2014). Is scientifically-based reading instruction effective for students with Below-Average IQs? *Exceptional Children*, 80, 289-308.
- Allor, J. H., Yovanoff, P., Al Otaiba, S., Ortiz, M. B., & Conner, C. (2020). Evidence for a literacy intervention for students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 55, 290-302. [synthesis of data from all 18 students who participated]

# Resources: Video Blog

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**Early Book Reading and  
Comprehension:  
How to Teach Anyone to Read  
and Have Fun While Doing It**

Book Reading and Comprehension in Levels 1-3

**Preparing to  
★ Decode**  
Levels 1-3



# Resources

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- The references, activities and FOTB Blog posts can be found on the FOTB website at <https://www.friendsontheblock.com>.
- The IES Foundations Practice Guide is available on the IES website at <http://whatworks.ed.gov>.
  - Foorman, et al. (2016; revised December 2019)
- More information about Dialogic Reading at Reading Rockets <https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>

# Contact Information

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Note: Some of the materials shown in this presentation are available on our website.

- [www.FriendsOnTheBlock.com](http://www.FriendsOnTheBlock.com)

# Questions?

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