



**THE HEART
OF IT ALL™**

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Literacy Academy 2025

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SUPPORTING LITERACY ASSESSMENT AND INSTRUCTION FOR STUDENTS WITH DISABILITIES AND COMPLEX COMMUNICATIONS NEEDS

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WELCOME



Session Targets:

- Review Assessment Supports and Resources
- Emphasize Focus on Diagnostic Data Collection
- Learn More About Dipping Back to Communication/Language and Access Data Collection
- Explore 2 Student Data Profiles
- Briefly Explore Differentiated Methods and Materials That Support Learner Needs

SCIENCE OF READING FOR ALL

- **“Science of Reading” for All**

“In every study I’ve ever done, there are kids who blow us out of the water and master everything we teach them. Truly, the sky is the limit with this population of students.” Chris Lemons, Associate Professor at the GSE

- ***“Learners with disabilities benefit from more complex reading instruction.”*** Stanford Report, January 2025 by Chris Lemons and Lakshmi Balasubramanian
- *“Research shows that students with disabilities such as Autism and Down Syndrome can learn to read independently through an approach that includes phonics, vocabulary and reading comprehension.”*

INSPIRING TEACHER QUOTES



“He came to me this year and I was told he was a non-reader and uses an AAC device. Everything was pictures for him. One month of explicit Wilson teaching and he is making great progress with literacy and also using more vocal speech.”



“It never ceases to amaze me what high expectations and quality instruction can do for a student.”



“I have another student who also started reading with me this year...we had parent conferences tonight and he read for his mom, and she cried.”

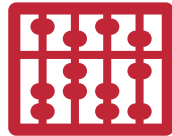
WHAT STAYS THE SAME WHEN WORKING WITH NEURODIVERSE LEARNERS?

AND

WHAT DIFFERS WHEN WORKING WITH LEARNERS WHO HAVE COMPLEX PROFILES, INCLUDING NEURODIVERSITY?



We must often dip back to gather diagnostic data and provide explicit instruction in language/communication and print concepts



We must honor participation in both instruction and assessment **with** embedded supports



We must focus on skills and next steps before deficits



We must ensure full access to high quality language and literacy instruction based on the science of reading

FOLLOW AN EVIDENCE-BASED SCOPE AND SEQUENCE FOR TIER 1 & INTERVENTION (THESE ARE EXAMPLES NOT RECOMMENDATIONS)



University of Florida
Literacy Institute
Suggested Scope & Sequence for Teaching
Grapheme-Phoneme Correspondences

Group 1: Consonants and Short Vowels

- a, m, s, t, p, f, l, n, nasalized a, CVC patterns
- d, o, c (cot), k, u, ck, b, g (got), e, CCVC patterns, CVCC patterns
- s (/z/), h, r, l, w, j, y (yes), x (six), q, v, z, CCVCC patterns

Group 2: Double Letters and Consonant Digraphs

- -ff, -ll, -ss, -zz
- sh, th (this, thumb), ch, wh, ph

Group 3: CVCe

- a_e, i_e, o_e, e_e, u_e, c /s/ (face), g /j/ (cage)

Group 4: Word Ending Spelling Patterns

- ng, nk, -ail, -oll, -ull, -le
- tch, dge
- y as long i (my), y as long e (puppy)

Group 5: R-Controlled Vowels

- ar, or, ore, er, ir, ur

Group 6: Vowel Teams (long vowel sounds)

- ai, ay, ee, ea (leaf), oa, ow (row), ie (pie), igh (night)

Group 7: Other Vowel Teams

- oo (moon), oo (book), ew (chew), ui (fruit), ue (blue), au, aw, augh, ea (head), ea (break)

Group 8: Diphthongs

- oi, oy, ou, ow

Group 9: Silent Letters

- kn, wr, gn, gh, mb, silent t (listen)

Group 10: Syllables

- open and closed syllables, multisyllabic words

Group 11: Affixes

- Suffixes: -s and -es (plural, tense), -ed /t/d/ /ad/, -ing, -er, -est, -ly, Prefixes: un-, pre-, re-
- Spelling rules: double consonant -ed, -ing, -er, -est (stopped, stopping, bigger, biggest), drop e (hope - hoping), y to i (happy - happiest)
- Suffixes: -sion, -tion, -ture, -er (teacher), -or (sailor)

Group 12: Low Frequency Spellings

- /er/ = ar (dollar), or (word); /air/ = air (fair), are (care), ear (bear); /ear/ = ear (hear); /a/ = ei (vein), eigh (eight), ey (hey), aigh (straight); /yü/ = ew (few), eu (feud); /ü/ = ou (soup); ough /aw/ (cough), ough /ö/ (though); ch /sh/ (chute), ch /k/ (school)

Wilson Reading System Scope & Sequence Chart

Examples

Wilson Reading System Scope & Sequence Chart		Examples
STEP 1 -- Closed Syllables (3 sounds)		
1.1 -- f, l, m, n, r, s, (initial) d, g, p, t, (final) a, i, o (blending)		Rim
1.2 -- b, sh, -h, j, -c, k, ck, -v, w, x, y, z, -ch, th, -qu, wh, -u, e		Check
1.3 -- practice the above		wish, chop, wet
1.4 -- double consonants l, s, f and all		bill, kiss, call
1.5 -- am, an		ham, fan
1.6 -- suffix -s		bugs, chills
STEP 2 -- Closed Syllables (4-6 sounds)		
2.1 -- ang, ing, ong, ung, ank, ink, onk, unk		bang, pink
2.2 -- closed syllables with blends		bled, past, steps
2.3 -- closed syllable exceptions - ild, ind, old, ost, oit		mold, host
2.4 -- 5 sounds + suffix -s		blend, trumps
2.5 -- 3 letter blends - 6 sounds		sprint, scrap
STEP 3 -- Closed Syllables (Multisyllabic Words)		
3.1 -- two-syllable words with two closed syllables		catnip, wagon
3.2 -- two closed syllables, including blends		disrupt, fragment
3.3 -- words with two closed syllables ending in ct		contract, district
3.4 -- multisyllabic words with closed syllables		Wisconsin, establish
3.5 -- ed, ing suffixes added to base words		Slashing, blended
STEP 4 -- Vowel - Consonant - E Syllable (VCE)		
4.1 -- VCE syllable in one-syllable words		hope, cave
4.2 -- VCE syllable combined with closed syllables		combine, reptile
4.3 -- multisyllabic words with two syllable types		compensate
4.4 -- ive exception		olive, pensive
STEP 5 -- Open Syllable		
5.1 -- open syllable in one-syllable words, y as a vowel		he, hi, shy
5.2 -- open syllables combined with VCE and closed syllables in two syllable words		protect, decline
5.3 -- y as a vowel in two-syllable words		handy, pony
5.4 -- multisyllabic words with the 3 syllable types		regulate
5.5 -- a and i in unaccented syllables (exception to open)		Alaska, indicate
STEP 6 -- Suffix Endings and Consonant-l-e Syllable		
6.1 -- suffixes -er, -est, -en, -es, -able, -ish, -y, -ive, -ly, -ty, -less, -ness, -ment, -ful added to base words		thankful, classy
6.2 -- suffix -ed: sounds d, t		thrilled, punished
6.3 -- combining 2 suffixes to base word		constructively, helpfulness
6.4 -- consonant - le, -stle exception		dribble, whistle

SAME: TEACHING ALL 44 ENGLISH PHONEMES AND 26 LETTERS

The 44* Phonemes			
Following is a list of the 44 phonemes along with the letters or groups of letters that represent those sounds.			
Phoneme (speech sound)	Graphemes** (letters or groups of letters representing the most common spellings for the individual phonemes)		Examples
Consonant Sounds:			
1.	/b/	b, bb	big, rubber
2.	/d/	d, dd, ed	dog, add, filled
3.	/f/	f, ph	fish, phone
4.	/g/	g, gg	go, egg
5.	/h/	h	hot
6.	/j/	j, g, ge, dge	jet, cage, barge, judge
7.	/k/	c, k, ck, ch, cc, que	cat, kitten, duck, school, occur, antique, cheque
8.	/l/	l, ll	leg, bell
9.	/m/	m, mm, mb	mad, hammer, lamb
10.	/n/	n, nn, kn, gn	no, dinner, knee, gnome
11.	/p/	p, pp	pie, apple
12.	/r/	r, rr, wr	run, marry, write
13.	/s/	s, se, ss, c, ce, sc	sun, mouse, dress, city, ice, science
14.	/t/	t, tt, ed	top, letter, stopped
15.	/v/	v, ve	vet, give
16.	/w/	w	wet, win, swim
17.	/y/	y, i	yes, onion
18.	/z/	z, zz, ze, s, se, x	zip, fizz, sneeze, laser, is, was, please, Xerox, xylophone

Source: *Orchestrating Success in Reading* by Dawn Reithaug (2002)

Phoneme (speech sound)	Graphemes** (letters or groups of letters representing the most common spellings for the individual phonemes)	Examples	
Consonant Digraphs:			
19.	/th/ (not voiced)	th	thumb, thin, thing
20.	/th/ (voiced)	th	this, feather, then
21.	/ng/	ng, n	sing, monkey, sink
22.	/sh/	sh, ss, ch, ti, ci	ship, mission, chef, motion, special
23.	/ch/	ch, tch	chip, match
24.	/zh/	ge, s	garage, measure, division
25.	/wh/ (with breath)	wh	what, when, where, why
Short Vowel Sounds:			
26.	/a/	a, au	hat, laugh
27.	/e/	e, ea	bed, bread
28.	/i/	i	if
29.	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought
30.	/u/	u, o	up, ton
Long Vowel Sounds:			
31.	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, day, train, they, eight, vein
32.	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby
33.	/ī/	i, i_e, igh, y, ie	find, ride, light, fly, pie
34.	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row
35.	/ū/	u, u_e, ew	human, use, few, chew

Source: *Orchestrating Success in Reading* by Dawn Reithaug (2002)

DO YOUR LEARNERS HAVE MULTIPLE NEEDS?

Communication
Language?

Fine and/or
gross motor?

Working
memory and/or
processing?

Sensory
sensitivities or
sensory seeking?

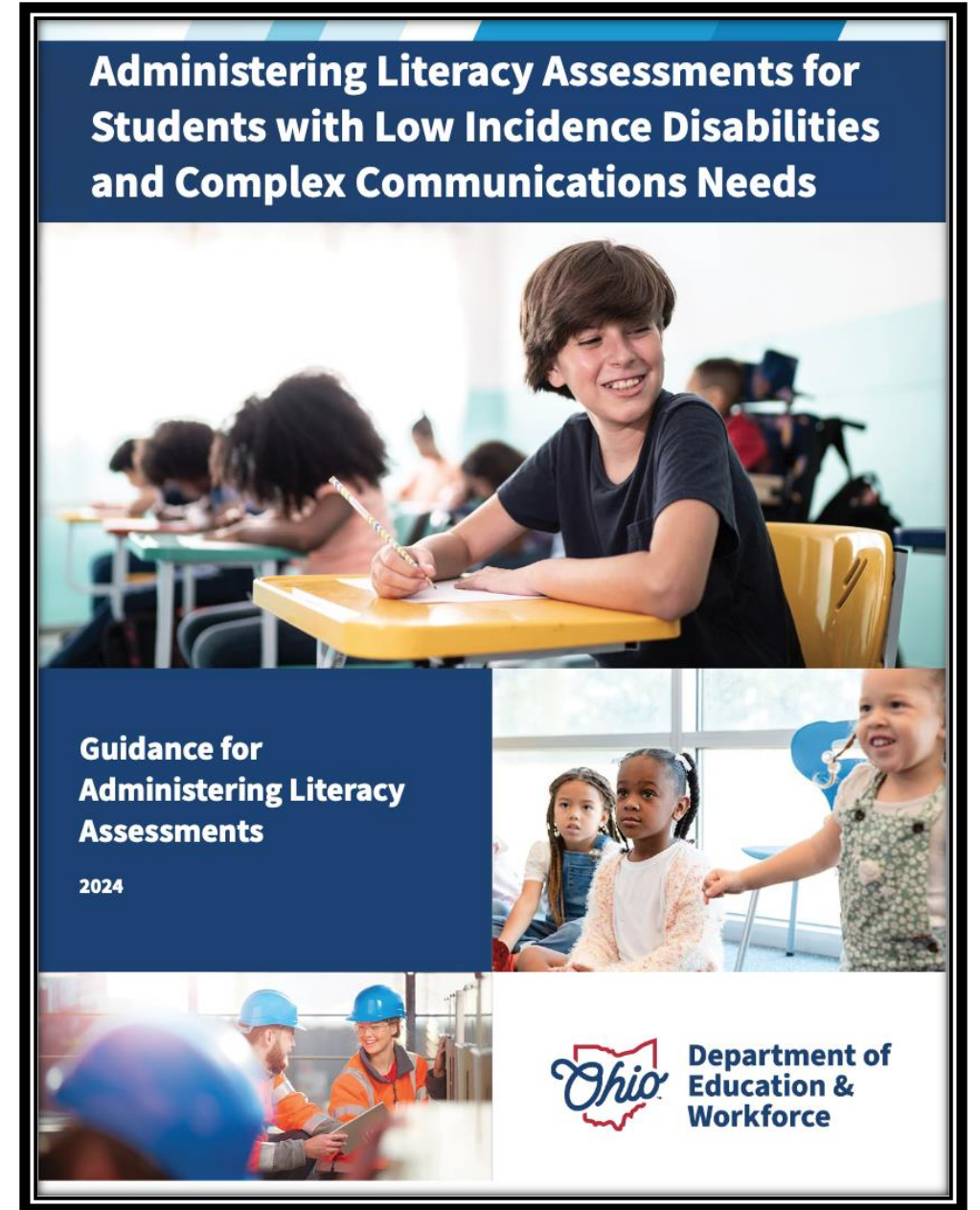
Vision and/or
hearing?

Attention?

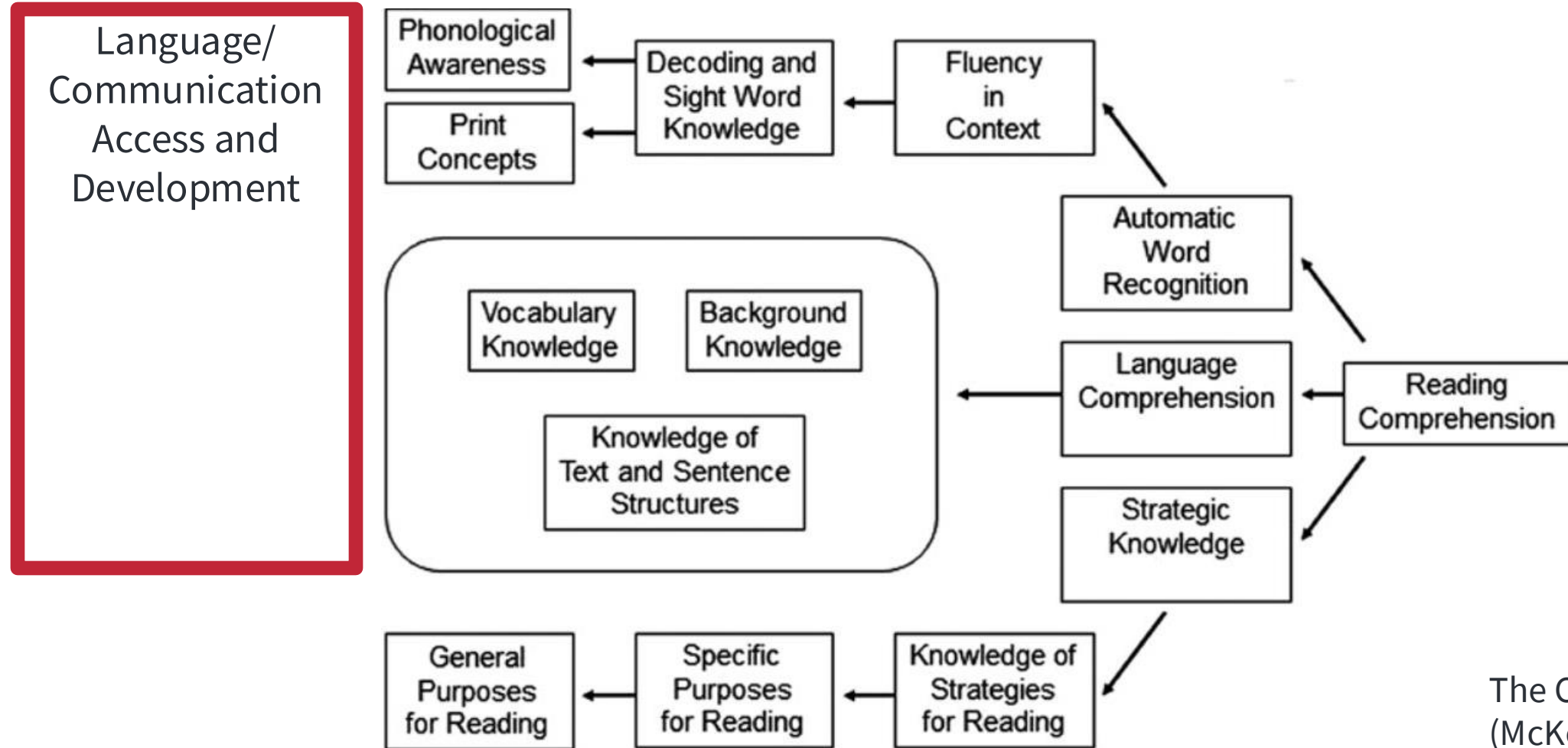
Behavior
expressions?

DIFFER: ACCESS SUPPORTS

- Guidance includes supports for
 - Blindness and Low Vision
 - Deaf/Hard of Hearing
 - Language/Communication Modes
 - Executive Functioning and Behavioral Needs
 - Sensory Regulation
 - And more



DIPPING BACK TO SUPPORT LANGUAGE



The Cognitive Model
(McKenna & Stahl,
2009)

DIP BACK BASED ON THE DATA

[illegible][illegible]

Letter Name and Letter Sound Assessment

Student Copy

Name the Lower Case Letters

e s p j q n u t

d m a h v c b y f x

k u r i w l g z

Name the Upper Case Letters

T Q B N G H D K R L

M Z E V J C X I F

U D S W P Y A

Say the consonant letter sounds

l p m c f x d v h w

b k g y r t j n z qu s

Say the short vowel sounds

u e o i a

1 DIGIBLES® First Sound Fluency				
Grade K/Benchmark 1				
Test Items	Correct/2 points	Correct/1 point	Incorrect	
1. coughed	/t/	/h/	/t/	0
2. pine	/t/	/p/	/p/	0
3. skirt	/t/	/h/	/skert/	0
4. flag	/t/	/f/	/fla/	0
5. rang	/r/	/r/	/ra/	0
6. crow	/k/	/k/	/kri/	0
7. hide	/h/	/h/	/hie/	0
8. blame	/b/	/b/	/bhai/	0
9. deck	/d/	/d/	/dei/	0
10. crab	/t/	/k/	/krai/	0
11. bright	/b/	/b/	/brie/	0
12. knock	/n/	/n/	/nol/	0
13. trash	/t/	/t/	/tra/	0
14. list	/l/	/l/	/li/	0
15. spring	/s/	/sp/	/speri/	/spr/
16. chief	/tʃ/	/che/	/tʃi/	0
17. grand	/gr/	/gr/	/grai/	0
18. sweat	/s/	/sw/	/swel/	0
19. shelf	/sh/	/she/	/sh/	0
20. heard	/h/	/he/	/he/	0
21. crisp	/k/	/k/	/kri/	0
22. plow	/p/	/pl/	/pli/	0
23. hat	/h/	/h/	/ha/	0
24. sad	/t/	/h/	/hai/	0
25. swan	/s/	/sw/	/swol/	0
26. voice	/v/	/voy/	/v/	0
27. grapes	/gr/	/gr/	/grai/	0
28. shell	/sh/	/she/	/sh/	0
29. top	/t/	/t/	/tol/	0
30. steal	/t/	/st/	/stea/	0

The image shows a student's desk with a calendar and several sticky notes. The sticky notes are organized into a grid, with some highlighted in blue, yellow, and pink. The notes contain names, months, and dates. A large black bracket is drawn on the left side of the sticky notes.

AD	AE	AF	AG
MOY: 44+	20-43	10-19	0-9
EDY: 56+	40-55	25-39	0-24

Above

J. Patton MOY: 60 EDY:	J. Irvin MOY: 53 EDY:	C. Brown MOY: 52 EDY:
------------------------------	-----------------------------	-----------------------------

A+

A. Ventura MOY: 39 EDY:	D. Hayes MOY: 39 EDY:	J. Outlaw MOY: 32 EDY:	D. Blue MOY: 20 EDY:
-------------------------------	-----------------------------	------------------------------	----------------------------

Below

Z. Clasablanca MOY: 18 EDY:	D. Hutcheon MOY: 18 EDY:	K. Gilliam MOY: 17 EDY:	R. Jordan MOY: 13 EDY:
-----------------------------------	--------------------------------	-------------------------------	------------------------------

I. McKee
MOY: 11
EDY:

A. Tlapa
MOY: 11
EDY:

C. Gutierrez
MOY: 10
EDY:

Well below

A. Smith MOY: 9 EDY:	E. Cranford MOY: 7 EDY:	D. Welbers MOY: 60 EDY:	Za. Clasablanca MOY: 2 EDY:
----------------------------	-------------------------------	-------------------------------	-----------------------------------

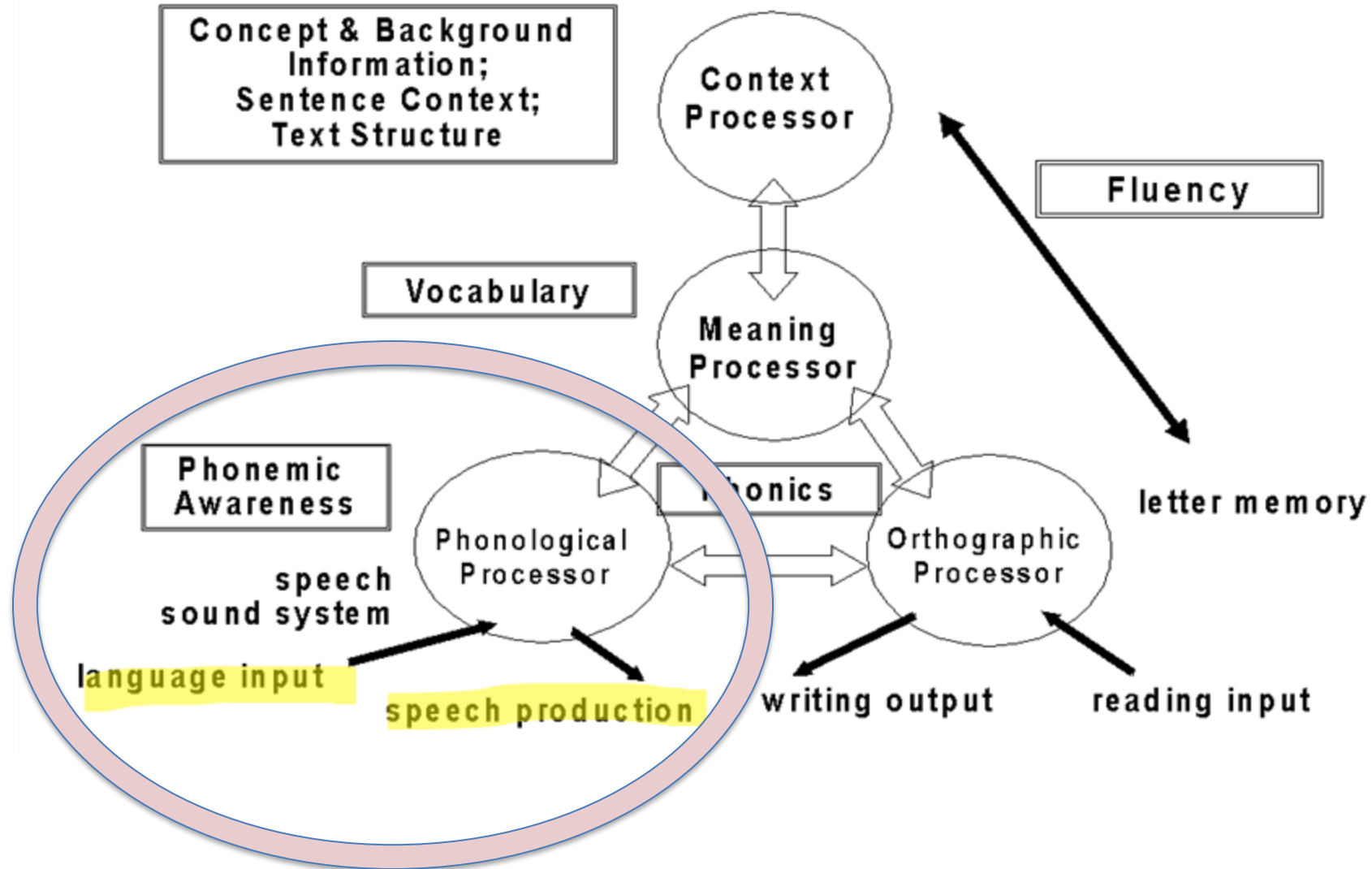
Adams
MOY: 0
EDY:

Y. Domingo
MOY: 0
EDY:

S. Johnson
MOY: 0
EDY:

J. Whitefield
MOY: 0
EDY:

The Four Part Processing Model



FROM “SPEECH” (COMMUNICATION) TO PRINT



Speaking & body language



Objects & tangible symbols



Sign



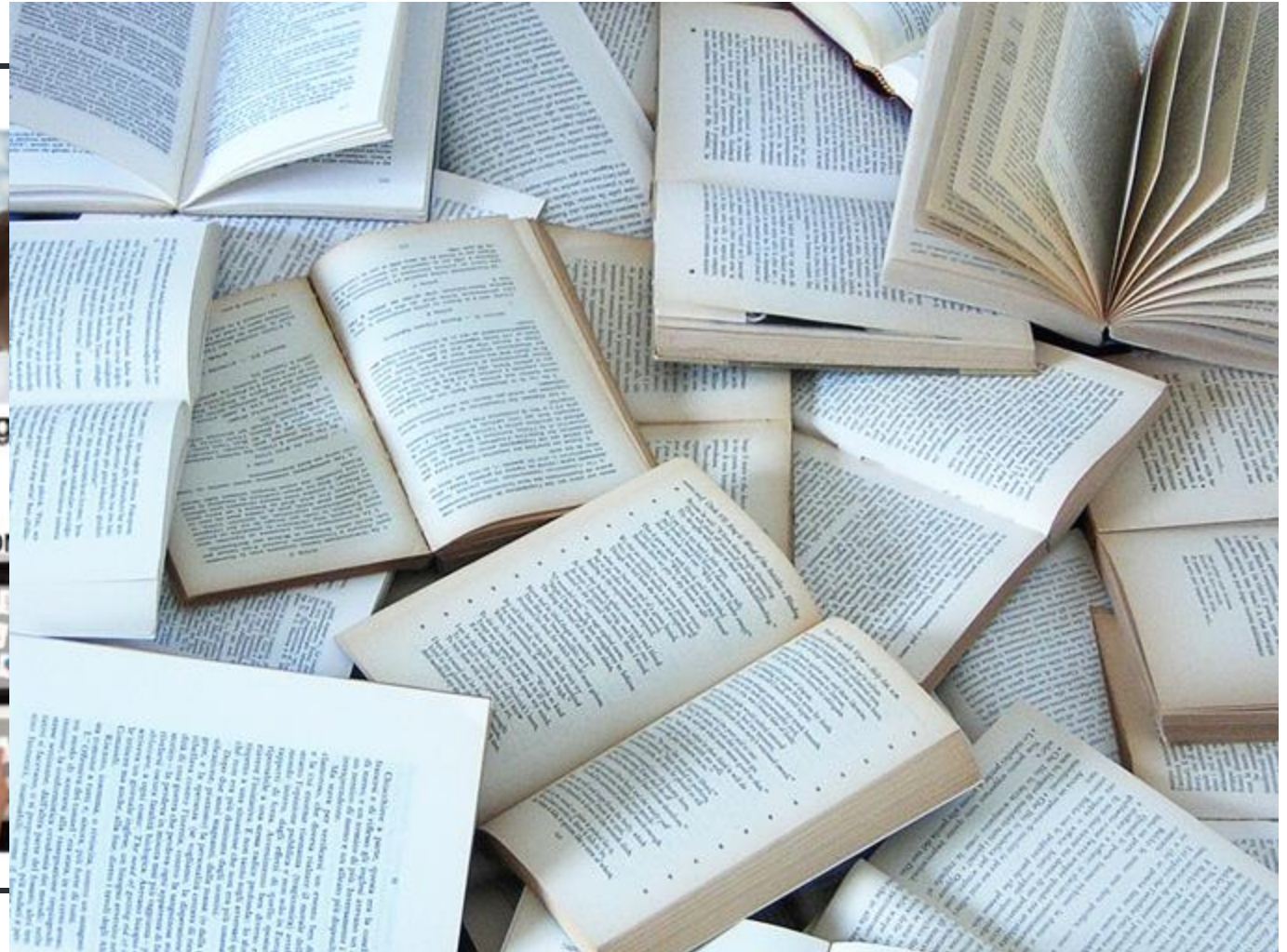
Voice output switch



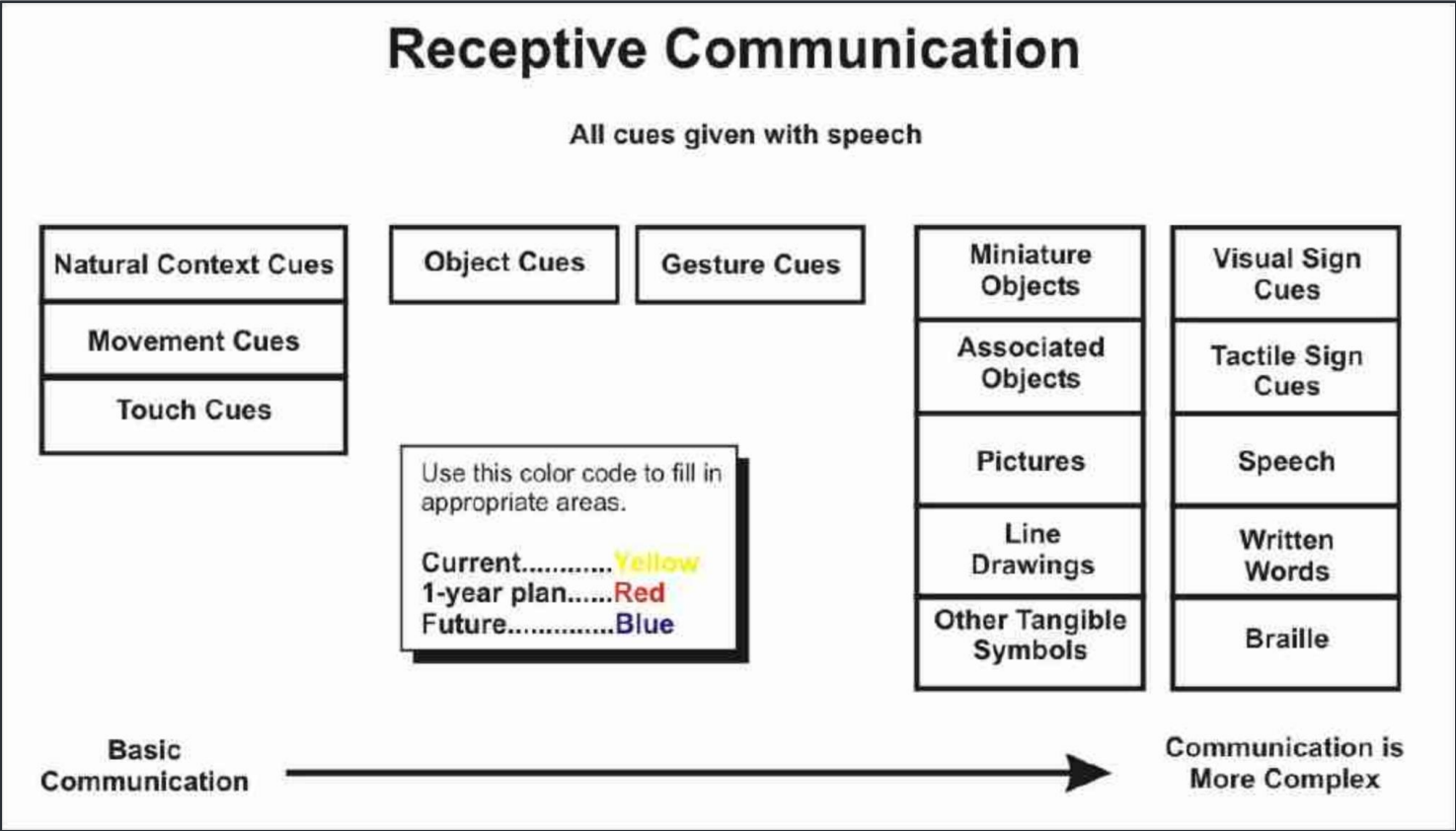
Braille



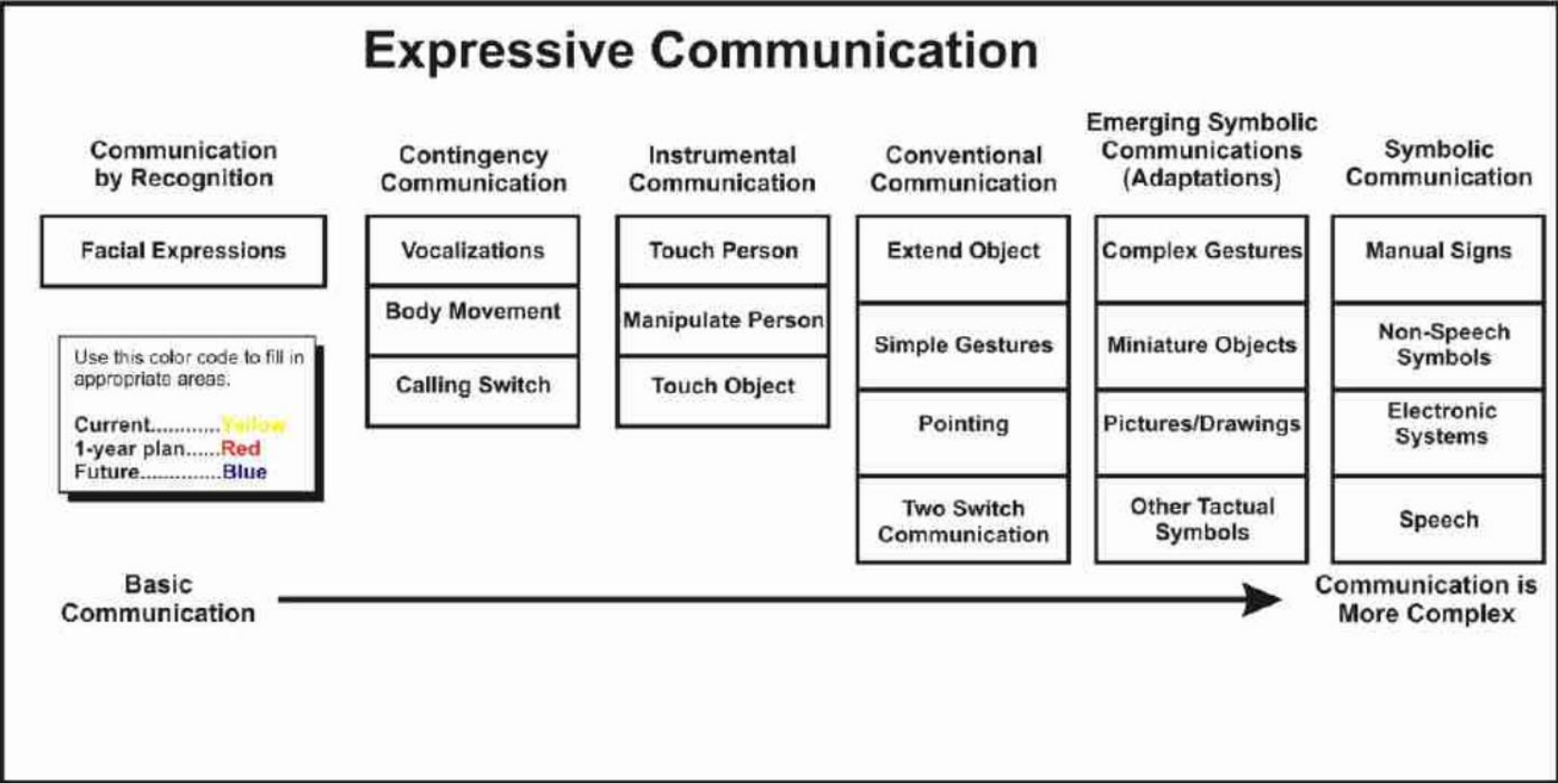
Icon



ADD SUPPORTS TO IMPROVE RECEPTIVE COMMUNICATION



HONOR ALL EXPRESSIVE COMMUNICATION MODES



YOU CAN'T HAVE LITERACY WITHOUT...LANGUAGE!

DHH learners typically arrive at school with significant language delays which are often persistent. We must always monitor language development and language access to determine what and how to explicitly teach language to our DHH learners.

SPOKEN LANGUAGE ASSESSMENT

- Spoken English (CELF, TACL, CASLLS)
- English Language Learners (e.g., spoken Spanish)
- Auditory Access (Early Speech Perception Test – ESP)
- Hearing Technology

SIGNED LANGUAGE ASSESSMENT

- American Sign Language (ASL-RST and ASL-EST)
- Other signed language (e.g., Mexican Sign Language, MSL)
- Visual Access (functional vision assessments)
- Vision Support

ALTERNATIVE FORMS OF COMMUNICATION (AAC)

- Single-meaning pictures (one picture = one word) – simplest of all devices; do not require literacy. Pictures typically need to be taught to the user.
- Alphabet-based systems (spelling and letter codes) – These systems do require a basic level of literacy use. Training is required.
- Semantic compaction (multi-meaning icons) – These systems involve short series of symbols per word (usually 1-2). Training is required.
- Many of today's AAC devices use a combination of the three.

EXPRESSIVE LANGUAGE LEVELS AND DOMAINS

Level 1 Pre-Intentional Behavior	A1 Expresses Discomfort	A2 Expresses Comfort					A3 Expresses Interest in Other People										
Level 2 Intentional Behaviour	B1 Protests	B2 Continues Action	B3 Obtains More of Something				B4 Attracts Attention										
Level 3 Unconventional Communication	C1 Refuses, Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C8 Requests Attention	C9 Shows Affection									
Level 4 Conventional Communication	C1 Refuses, Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers, Shares	C12 Direct Your Attention	C13 Polite Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions			
Level 5 Concrete Symbols	C1 Refuses, Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C7 Requests Absent Objects	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers, Shares	C12 Direct Your Attention	C13 Polite Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions	C16 Names Things/ People	C17 Makes Comments
Level 6 Abstract Symbols	C1 Refuses, Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C7 Requests Absent Objects	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers, Shares	C12 Direct Your Attention	C13 Polite Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions	C16 Names Things/ People	C17 Makes Comments
Level 7 Language	C1 Refuses, Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C7 Requests Absent Objects	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers, Shares	C12 Direct Your Attention	C13 Polite Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions	C16 Names Things/ People	C17 Makes Comments
	Refuse	Obtain					Social					Information					

Not Used
 Emerging
 Mastered
 Surpassed

DETERMINING SKILLS NOW AND NEXT

Learner Profile Data = Access Supports

Communication Matrix Planning: Activity 1		
What do we know about this student that will impact communication?		
Student:	Date:	Team Members:
Describe what you know about the individual's	Are there implications for communication?	
	YES	NO
VISION		For any area marked YES: EXPLAIN factors which could affect communication modes or materials at targeted Matrix level. (visual or tactile sign/ pictures or tactual symbols/ point or eye gaze/movement of head or limbs) If you are unsure about any of the areas, the team should observe, collect data and come back to this to adjust intervention strategies. How might this impact communication interventions? <i>(For example: If visual acuity is a problem, making things bigger, better contrast, need tactual materials, reduce distance, filling in gaps of concept development because of lack of incidental learning. Is there field loss? If CVI, can the individual process 2-D materials, need a reduced array, need color highlighting, need extra time to process...)</i>
HEARING		How might this impact communication interventions? <i>(For example: Can the individual access/understand spoken language, need assistive listening devices, associate sounds and objects? How does noise impact expressive and receptive communication?)</i>
GROSS MOTOR SKILLS		How might this impact communication interventions? <i>(For example: Does the individual need special positioning to access visual or auditory input, or make a response? Are there range of motion/tone issues that could impact communication?)</i>
FINE MOTOR SKILLS		How might this impact communication interventions? <i>(For example: Does the individual have the physical ability to reach, manipulate, accurately touch a display of icons or objects?)</i>
AVAILABILITY FOR LEARNING		How might this impact communication interventions?

Adapted from a planning tool developed by Martha Veto, Georgia Sensory Assistance Project, UGA

Language/Communication Data = Now & Next

Activity 2- Team Discussion: What did we learn? What is important now?	
For the Matrix you just completed, respond to the following questions:	
What is the individual's primary level of communication competence? What is the highest level where most intents are mastered?	Level I II III IV V VI VII
Does the student have mastered skills at other levels?	YES NO If yes, what levels? I II III IV V VI VII
Does the individual present with emerging skills at other levels?	YES NO If yes, what levels? I II III IV V VI VII
Are there important gaps in mastery at lower levels which should be addressed? (some level IV skills are inaccessible for individuals who are blind and do not need to be addressed)	Level I II III IV V VI VII
Which communication behaviors (modes) should be targeted for expressive communication? Circle all to be targeted and elaborate: (Note: children should have multiple modes available to them in different contexts and environments. The specific mode for each activity will be determined within each routine.)	sign, speech, tangible symbols, use of device, unconventional gestures, conventional gestures, body movement, facial expression, body tone
Which communication modes are most effective for receptive communication with this individual?	sign, speech, tangible symbols, modeling use of device, gestures, touch cues, facial expression
Are there particular messages (intents) which should be targeted? (Important to the individual- important for family) Circle intents to target and elaborate below: Refuse: Express discomfort - Protest - Refuse or Reject Obtain: Express comfort - Continue an action - Obtain more - Request more of action/object - Request NEW action/object- Make choices - Request absent object Social: Express interest in others - Attract attention - Request attention - Show affection - Greet people - Offer things/share - Direct someone's attention to something - Use polite social forms Information: Answer Yes and No questions - Ask questions - Name things or people - Make comments	
Are there communication skills that need to be addressed? Circle any that are important <i>initiation of expressive communication - expansion of vocabulary - accuracy of signs, gestures or vocalizations</i>	

Adapted from a planning tool developed by Martha Veto, Georgia Sensory Assistance Project, UGA

EXPRESSIVE LANGUAGE PROGRESS MONITORING DATA



Baseline



Current

LEARNER PROFILE DATA



STUDENT DATA FOLDER



Concepts of Print Data



Communication/Language Diagnostic Data



Screening Data, Phonics Diagnostic Data & Writing Sample



Fluency Data



Comprehension Samples

DHH LITERACY RESEARCH: LEARNER PROFILES

(LEDERBERG, BRANUM-MARTIN, WEBB, SCHICK, ANTIA, EASTERBROOKS, & CONNOR, 2019)

Unilingual – Unimodal “Ears Only”

- Auditory access to spoken language
- Learns and communicates through spoken language
- Uses hearing technology (HAs, CIs, BAHAs)
- Auditory/listening skills should be assessed and monitored
- Code-based instruction uses a sound-based approach (e.g., letter-sound correspondence, phonics)

Bilingual – Bimodal “Eyes and Ears”



- Auditory access to spoken language
- Learns and communicates through spoken language and sign language
- Uses hearing technology (HAs, CIs, BAHAs)
- Auditory/listening skills should be monitored
- Code-based instruction uses a sound-based approach and MAY use a secondary sign-based approach (e.g., letter-handshape correspondence)

Subset 1

True bilingual-bimodal users:
Primary code-based instruction is sound-based

Subset 2

Sign-supported Speech users:
Primary code-based instruction is sound-based

Bilingual – Unimodal “Eyes Only”

- No auditory access to spoken language
- Learns and communicates through ASL
- Code-based instruction uses a sign-based approach that leverages fingerspelling phonology
- Bilingual translation strategies will be necessary for reading instruction (e.g., bridging English phrases into ASL)

CRITICAL QUESTIONS

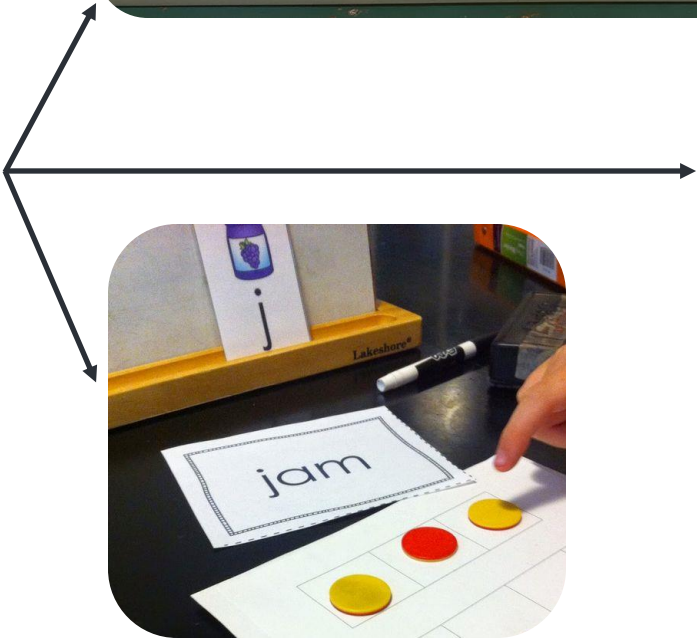
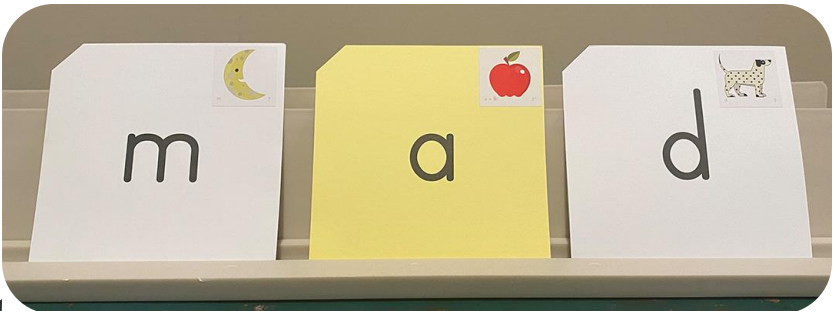
- What are the strengths and needs of the student?
- What are the instructional next steps based on diagnostic data?
- What questions do we still need to answer?
Do we have that data?



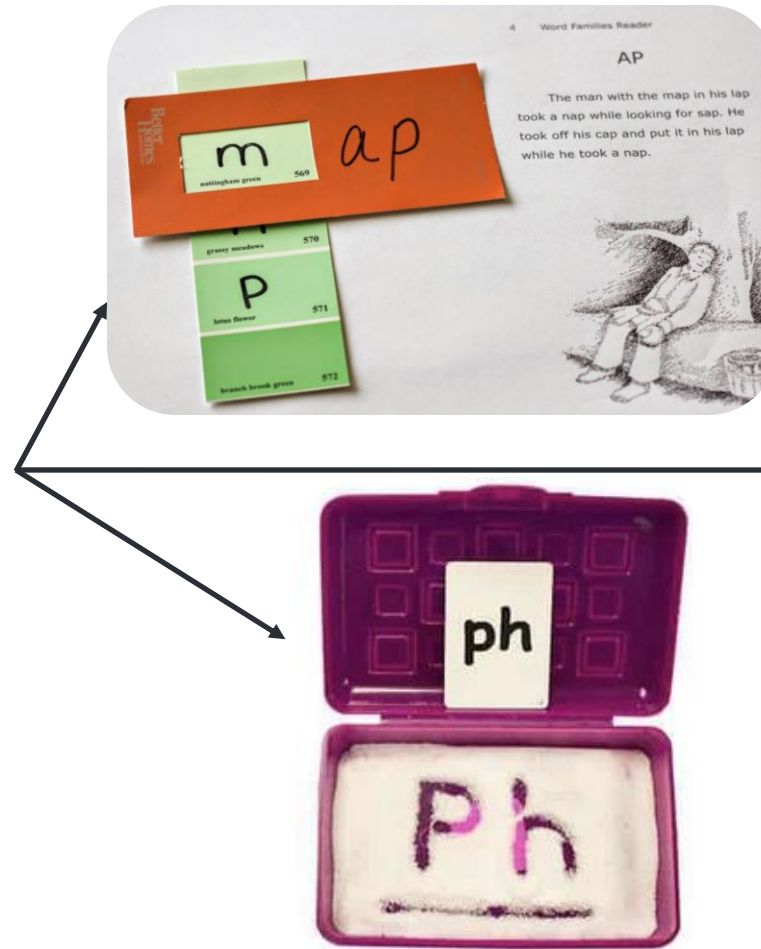
LET'S TALK ABOUT DIFFERENTIATION



MULTI-SENSORY ACCESS FEATURES (SUPPORTS)



ADAPTED MATERIALS: ONSETS



SOUND PRACTICE: SANDWICHING

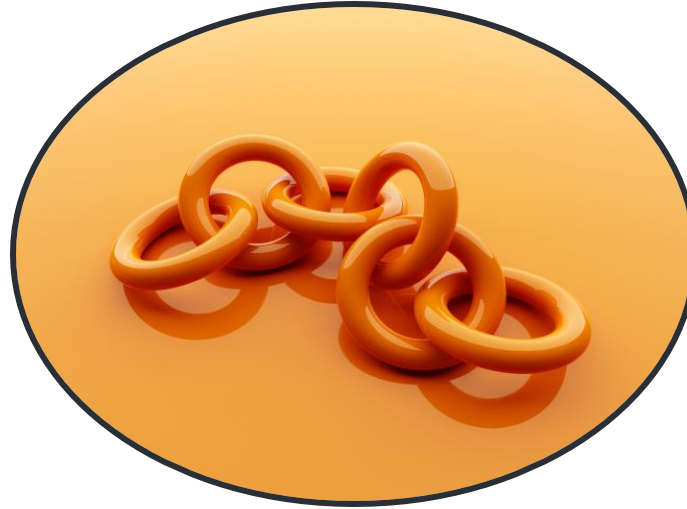


Letter Sound with Visual
Cues + Letter + Point to
Letter in Word + Letter
Sound with Visual Cues

Vocal Sound with Visual
Cues + Letter + Image +
Vocal Sound with Visual
Cues

Letter + Signed Letter +
Sound w/Visual
Phonics/Cued Speech +
Letter

SOUNDS AND BLENDING PRACTICE: CHAINING



Point to 1st Letter in Word >
Vocalize Letter Sound > Point to
2nd Letter in Word > Vocalize
Letter Sound > Point to 3rd
Letter in Word > Vocalize Letter
Sound > Blend Sounds > Say
Whole Word

Vocalize Letter Sound with
Mouth Cues > Pick Mouth Picture
for Sound > Select Letter the
Sound Represents

Vocalize the 1st Sound in a Word
(picture or sound placeholders
may be used) > Select Letter the
Sound Represents > Write or
Locate Letter on Letterboard or
Keyboard

LEARN MORE: ADDITIONAL OCALI RESOURCES



QUESTIONS?

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