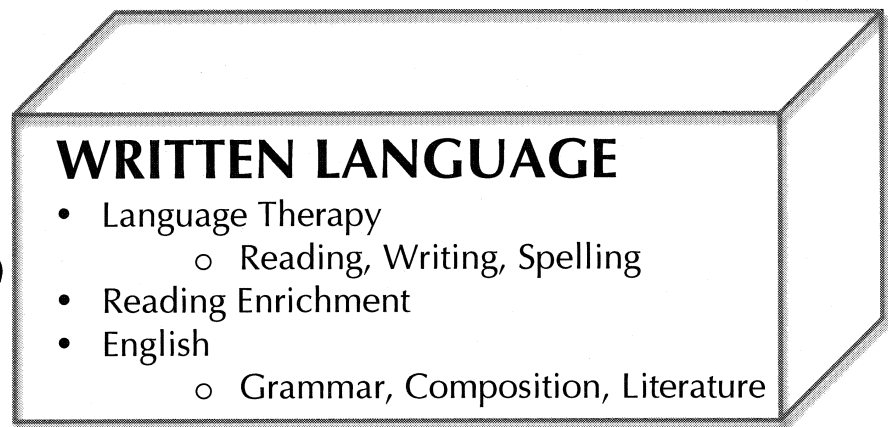
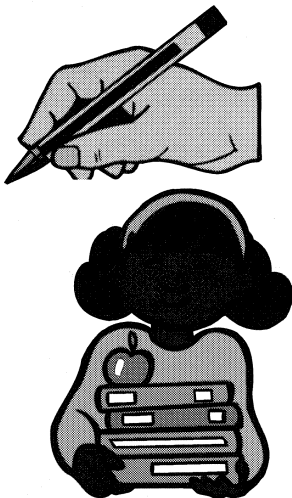
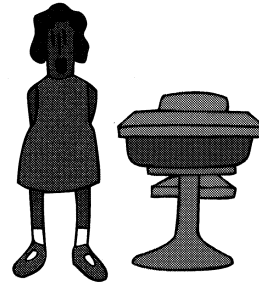
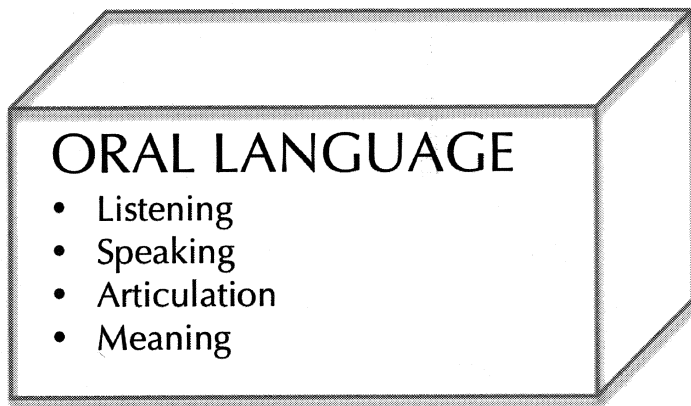


Oral and Written Language



The Shelton Program

If **Learning Differences** are **physical, neurological differences** which cause challenges with learning, **how does Shelton improve a student's academic skills?**

It is understood that **students with learning differences process visual and auditory information related to symbols like letters/sounds and sometimes numbers inaccurately** a significant percentage of the time.

Since the 1920's clinical studies and research have been seeking to solve the question of how to help the intelligent LD student process symbols more accurately. From the **pioneer work of Samuel T. Orton and Anna Gillingham comes the methods for helping the LD student read, write and spell more effectively.** The Orton-Gillingham approach is the prototype multisensory structured language method for teaching written language to the LD student. Ten multisensory structured language methods have been developed from the Orton-Gillingham model.

The **three Orton-Gillingham methods used at Shelton are Alphabetic Phonics (AP), Sequential English Education (SEE), and Shelton Adolescent Reading Approach (SARA).** A **fourth MSL method** employed at Shelton is **The Association Method**, which is derived from the work of Mildred McGinnis for students who need **specialized techniques in oral language communication as well as the written language skills** of reading, writing, and spelling. Detailed information is given on each method in this booklet.

In general all MSL methods include the following emphasis:

Alphabetic	Mastery/automatic ability to name the letters of the alphabet.
Phonetic	Mastery/automatic ability to attach sounds to the letters of the language
Structured	Patterns of the language presented in an organized, sequential manner
Linguistic	Patterns taught in sequential manner from simple to complex
Individualized	Instruction 1:1 or small group
Intensive	Information taught for mastery; each skill repeated continually
Multisensory	All senses used to present new information

The Shelton Program

Oral Language Development

- Lower School & Upper Elementary** In EC-5th there are manipulative language development activities in every room to provide for vocabulary development, sentence usage, and reasoning concepts.
- Middle School** In Middle School the vocabulary and sentence development is enhanced through the Language Therapy programs of Alphabetic Phonics and Sequential English Education as well as reading comprehension materials, including Johnson O'Connor, study of analogies, and Jamestown Press.
- Upper School** The Upper School program provides an in-depth vocabulary study through PSAT/SAT preparation materials.

Students who function in receptive or expressive language development below the 25th percentile are also scheduled for small group therapy with a Speech/Language Pathologist.

Written Language Development - Reading/Writing/Spelling

- Lower School & Upper Elementary** Learning pre-reading and writing skills are the emphasis in EC and T-1. With a good foundation of the code of the language students in 1-5 move through the prescribed Language Therapy Method * (Alphabetic Phonics*/SALA*/SEE*/Association Method*).
- Middle School** Students in 6-8 continue through intermediate level concepts in Language Therapy; continue to improve their reading and comprehension skills. Some students transition into Literature.
- Upper School** Students in 9-12 are assigned to the appropriate Language Therapy or Literature classes or may proceed into foreign language.

See the following pages for the content of each Language Therapy Method.

Shelton Language Therapy classes

ALPHABETIC PHONICS

Students at Shelton School have the opportunity to receive structured, multisensory language instruction which is based on the Orton-Gillingham approach for teaching phonics and the structure of the English language. This approach utilizes the curriculum of *Situation Learning*, *MTA*, or *Take Flight and other curriculum from Texas Scottish Rite Hospital*. The following is a descriptive overview of the presentation and content of the language training classes.

Each intervention class contains the following components:

Alphabet	Letter knowledge and the sequence of the alphabet are addressed in this lesson component. As letter knowledge and the sequence are mastered, dictionary skills are introduced as well as utilizing reference materials.
Reading Decks	Automatic recognition of the graphemes (single letters as well as letter clusters such as digraphs and diphthongs) is reviewed daily. The students name the letters and letter clusters and then review the sounds made by those letters using consistent key words. As grapheme/phoneme (symbol and sound) correspondences are introduced, they are added to this daily review deck.
New Learning	New concepts are introduced through direct, explicit instruction using a structured multi-sensory approach. The rules that govern our language for reading and spelling are introduced as well as the symbol/sound correspondences, the six syllable types, syllable division patterns and morphemes (prefixes, roots and suffixes).
Reading Practice	The reading practice portion of the lesson offers practice designed to build accuracy as well as automaticity. The lesson includes daily practice in repeated reading of reading instant words as well as practice in decoding words in isolation and in sentences. Repeated reading of words grouped by syllable or orthographic pattern lead the student to mastery of those concepts. Rate is addressed in repeated reading activities. Fluency is also addressed.
Handwriting	Direct explicit instruction in the cursive letters shapes is included in this portion of the lesson. The cursive letters shapes are introduced in the same sequence as the letter/sound correspondences are introduced.
Spelling Deck	This section is a daily review of the sounds of the English language. The students respond to the sound with the most frequent spelling(s) of that sound. As new sounds and new spellings of various sounds are added through new learning, those sounds or spellings are added to this daily review deck.
Phonemic Awareness	Using "mouth pictures" to add a visual and kinesthetic aspect to recognition of individual phonemes, phoneme identification and manipulation is practiced each day by students. Alternately, students work on auditory discrimination and memory.
Spelling	The spelling section of the lesson incorporates phonemic awareness in the spelling procedures. Practice in applying the rules for spelling one-syllable base words, derivatives or multi-syllable words is incorporated daily.
Review	This section of the lesson provides a quick review of the new learning of the day as well as a review of other concepts. Often morphemes or syllable patterns are also reviewed in this section.

On a rotating basis, the following components are also addressed:

Comprehension	Beginning with listening comprehension and building to reading comprehension, multiple strategies are introduced and practiced. Grammar is also addressed in this section of the lesson.
Written Expression	Moving from verbal expression to written expression, the ability to convey thoughts through written expression is addressed here. Students begin by building strong sentences then progress to composing paragraphs and longer passages.

SEQUENTIAL ENGLISH EDUCATION (SEE)

SEE is an IMSLEC accredited course utilizing structured, multi-sensory language instruction, based on the Sequential English Education approach for teaching reading/writing/comprehension/spelling and auditory discrimination and memory. The following is a descriptive overview of the presentation and content of the classes.

The lesson includes these activities:

Language:	Each lesson presents the patterns of the English language to the student moving from simple to complex patterns.
Alphabet:	Visual recognition of Upper and Lower Case letters and the sequence of the alphabet is covered.
Sound/Symbol Correspondence:	The sound of each letter is presented and reviewed for automaticity.
Word Families:	Perceiving the internal detail of words by identifying the word family within the word is practiced.
Reading:	<p>At the beginning of the therapy process the reading emphasizes decoding, breaking words into parts and blending the parts into a word. As accuracy improves, speed increases and inflection is improved.</p> <p>Each word that is decoded is defined and used in a sentence. Word meanings are the basis of comprehension of sentences, paragraphs and stories.</p>
Oral Language Development:	The development of vocabulary and expressive language is increased through defining words and using them orally and in written sentences.
Handwriting:	Each lesson includes a presentation of the letter being taught. This teaching is highly multi-sensory. The student traces the letter in their manual, on their memory board and writes it from memory on paper. As letters are mastered, letter connections, spacing, pencil pressure and consistency of writing slant are improved.
Spelling:	As a student learns to decode the patterns of the language, he learns to spell those patterns. Reading, writing and spelling are seen to reinforce each other.
Dictation:	Each lesson provides that the student listen for words, phrases, and sentences and practice the skill of holding this information in mind while transferring it to paper.
Review:	Review of previous material is built into each lesson. Reviews are also placed at regular intervals in the student manuals and surveys are given at the end of each of the three manuals to determine mastery.
Listening:	Listening skills are enhanced throughout the SEE lessons, but an additional program, Auditory Discrimination and Memory is an integral part of this program. These drills improve listening, following directions, and spelling.

Shelton Upper School Reading Classes

Shelton Adolescent Reading Approach (SARA)

Students in the Shelton Upper School have the opportunity to receive structured, multisensory language instruction which is based on the Orton-Gillingham approach for teaching phonics and the structure of the English language. This approach utilizes the curriculum referred to as the *Wilson Reading System* combined with various elements proven to reinforce the learning of reading and spelling. The following is a descriptive overview of the presentation and content of the SARA classes.

The daily lesson includes these activities:

Sight Words	A lesson involving 10-20 words not following the typical rules of the English language. Students write, define and use the words in a sentence each week. In addition, students practice orally spelling the words. Finally, students use a masonite board for further kinesthetic practice.
Morphemes	Prefixes, suffixes and root words are taught each week in order to understand the structure of the language. In addition, the knowledge of the meanings of these parts of the language will help with vocabulary development and preparation for SAT.
<u>Decoding</u> Sound Cards	This includes a "quick drill" of the phonemes with the teacher showing a sound card and the student(s) naming the letter(s) and corresponding sound(s). Key words are also used with vowels and as needed with other sounds.
Teach/Review	Blank cards and letter cards are used to teach phoneme segmentation and blending. Students are taught to segment sounds using a finger tapping procedure. Syllable and suffix cards are used to teach total word structure.
Wordlist Reading	Skills are applied to the reading of single words on a controlled wordlist in the Student Reader containing only those elements of word structure taught thus far.
Sentence Reading Passage Reading	Word attack skills are applied to reading within sentences. The student silently read a short passage with controlled vocabulary containing only the studied word elements. The student retells the passage in his own words linked to visualization of the passage. The student then reads orally. This also reinforces reading comprehension.
<u>Encoding</u> Quick Drill	Letter formation is taught as needed. Every lesson includes a phoneme drill with the teacher saying a sound and the student identifying the corresponding letter(s).
Auditory Drill	Phonemic awareness activity in which the student is asked to isolate sounds or combinations of sounds until mastery is achieved. Rhyming and segmenting of sounds is also practiced in this section.
Teach/Review	Initially, the student spells words with phoneme cards and blank cards. Students apply the finger tapping procedure to segment sounds for spelling. Beyond Step 3, students use syllable and suffix cards. Students spell words using the cards to sequence sounds, syllables, and word parts.
Written Work	Sounds, single words, and sentence dictations are included. The teacher dictates sounds, words, and sentences that are controlled. The student repeats the dictation prior to writing. Sounds and words are spelled orally before they are written. A formal procedure is followed for independent sentence proofreading.
Fluency	Students work on fluidity of reading (smoothness, tone and phrasing) in this non-controlled reading section. The teacher chooses a reading passage and models it for the student. The students then chorally read the same passage as a group. Paired reading is used to work on identifying mistakes as well as further reading practice. Fluency is evaluated by charting the errors at the end of the week. Rapid Word Recognition charts may also be used to work on reading fluency. Students read words and/or phrases independently of text in order to further apply reading skills.

SHELTON LANGUAGE THERAPY CLASSES THE ASSOCIATION METHOD

Students at Shelton School have the opportunity to receive structured, multisensory language instruction which is based on the Motor Theory of Speech Perception and the Information Theory. The Association Method is a multisensory, phonetically based, systematic, incremental instructional program for teaching and/or refining oral and written language (reading, writing and spelling). The following is a descriptive overview of the presentation and content of the classes.

The daily lesson includes these activities:

Language:	Students learn to read, write and spell by introduction to the symbols of the Northampton Chart and the procedures for combining these symbols into words. The symbols are presented in an individualized order for each child.
Alphabet:	The lower case cursive letters of the alphabet are taught. Capital letter formation is begun at the sentence level. The sequence of the alphabet is taught in oral spelling.
Sound/Symbol Correspondence:	The Northampton Symbol system is presented and reviewed for automaticity.
Reading:	At the beginning, precise articulation of the primary spelling of the Northampton Symbols is required to advance to the drill level (combining consonant-vowel and vowel-consonant combinations which begins to form an association between the written form and the spoken form). The cross drill level is the next level in which secondary spellings (Northampton Symbols) are introduced. At this level decoding is strongly emphasized as well as making an association between the written and spoken word (attaching meaning). Color differentiation is used to differentiate phonemes within words.
Oral Language Development:	The program is based on the hierarchy of normal development of receptive and expressive language skills. Each step in the program is incremental in building and maintaining language skills. Color differentiation is used to highlight verbs and new concepts in language structure.
Articulation:	Precise articulation is required from the beginning and before advancing to higher levels in the program.
Handwriting:	Accurate written recall of material at each level is required prior to progressing to the next level.
Spelling:	As the student learns to decode the patterns of the language, he learns to spell those patterns. Reading, writing and spelling are seen to reinforce each other. Mastery of oral and written recall is expected at each level in the program.
Dictation:	Within the program, lessons provide opportunities for the student to listen for sounds, words, sentences and stories which entail practicing the skill of holding this information in memory while transferring it to paper.
Review:	Review of previous material is built into each lesson. Oral and written recall at each level is required to progress. Sound/noun/sentence review board activities are used to review materials. Each child has their own individual book for review.
Listening:	Listening activities are enhanced through the phoneme/noun/sentence review work at the board. A slower temporal rate of speech is used to provide the children more time to process auditorily and more time to observe the speaker's lip movements.

Oral Language

Oral language is man's most unique and complex ability. Any disturbance in this process interferes with an individual's ability to acquire basic and higher level knowledge. Every student has the right to develop maximum competence in communication and academic abilities. Therefore, the oral language program of The Language-Speech Department works to develop programs and remediate speech/language delays/deficits in students to help them reach their communicative and academic potential.

The Language-Speech program encompasses receptive/expressive language, articulation, syntax, pragmatics, voice, and fluency. There are different categories of language deviation. These are described as follows:

*Receptive Deficiencies—Inadequate recognition of input (spoken or written) in terms of attaching significance, interpretation of sounds/letters, words, and word combinations, and the relationships expressed in language.

*Expressive Deficiencies—Inadequate production (spoken or written) of the intended message as judged by language rules of a specific situation.

*Organizational Deficiencies—Inadequate planning or execution of goal-directed tasks.

Characteristics of Language Disordered Children

1. Difficulties making associations between/among auditory stimuli, objects, and written language
2. Poor auditory discrimination
3. Poor auditory memory for sequencing
4. Major difficulties and/or limitations in vocabulary, concepts, verb tenses, sentence formulation, question formulation, and syntax (word order) in general
5. Specific weaknesses for speech production—e.g. apraxia of speech
6. Inability to understand spoken linguistic events at the normal rate
7. Difficulties with pragmatic (social) skills—Pragmatics is a set of rules one knows and uses in determining who says what to whom, how, why, when, and in what situation.

The Language-Speech Department provides services for students grades EC-8th. Students are seen two times a week in group sessions. Students are grouped by strengths/weaknesses and grade. In addition to group speech, Shelton offers private therapy for EC-8th grades through the Shelton LSH Clinic (972/774-1772).