

Classroom Educator Training

by Dawn Nieman
October 2014

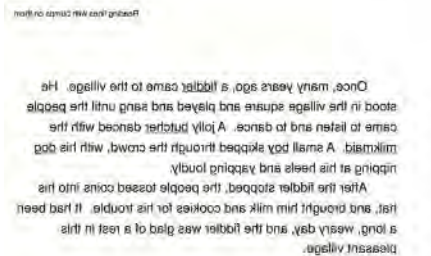
Entering a School District

- Referrals- Academy, students, camp
- Litigation
- Background of OG already (EHS)
- Educated Administrators (Orchard

Videos

- Teach a concept
- Show a video
- Have them practice in groups
- Consonant- le Day 1 and then Day 2 video

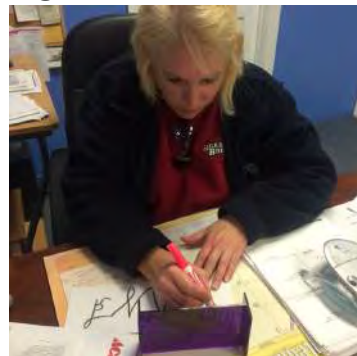
Simulations-Dyslexia

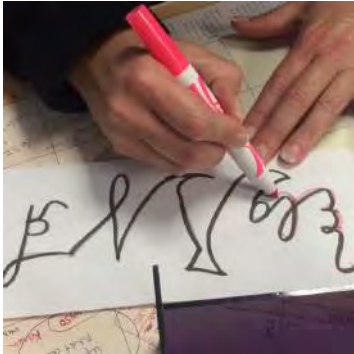


Questions about the Passage

- 1. What was the fiddler doing?
- 2. Why do you think that he was doing that?
- 3. Do you think that it was a wise choice for the fiddler to stop in this village?
- 4. What do you think is going to happen next in the story?

Dysgraphia Simulation





Eye Dominance Test

How does it impact handwriting?

Cross Dominance?

Preferential Seating for Special

iPad app

- Letter School- Zaner-Bloser/D'Nealian
- lowercase and numbers
- trace, copy, cover within the app
- <http://www.youtube.com/watch?v=JDBLxTYFkw>

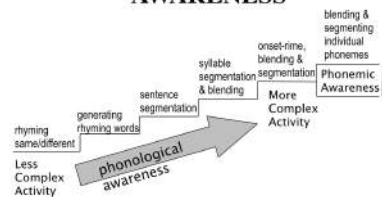


COMPARISON OF AOGPE LEVELS OF MEMBERSHIP AND CERTIFICATION (Including Follow)

MINIMUM REQUIREMENTS	MEMBER	CERTIFICATION LEVELS			
		Subscriber	Classroom Educator	Associate	Certified
Education	none	NA	NA	Option A 60 hours (60 + 10 hours for each group in current)	Option B 120 hours (30 additional to 90 hours)
Coursework Hours	6 hours	30 hours	60 hours	60 hours (1:1 & 1:10 hours)	200 hours (30 additional to 170 hours)
Practicum Hours	none	10 hours	100 hours	100 hours (1:1 & 1:10 hours)	200 hours (30 additional to 170 hours)
Practicum Length	none	8 consecutive months	8 consecutive months	8 consecutive months	10 consecutive months
Size of Group	none	Small group or classroom	1:1	1:1 & small group or classroom	1:1
Instructional Sessions	none	45-60 mins, 2x a week or more consecutive days	45-60 mins, 2x a week or more consecutive days	45-60 mins, 2x a week or more consecutive days	45-60 mins, 2x a week or more consecutive days
# Observations	none	1	10	10 observations 1:1 & 5 small group or classroom (10 total)	10
Profile	none	none submitted	1.1, student for group	1.1, student for group	1.1, student for group
Lesson Plan	none	none submitted	one, one, & associated lesson plans for small group or classroom	one, one, & associated lesson plans for small group or classroom	one, one, & associated lesson plans for small group or classroom
Disposition of Application	none	application reviewed by Academy or Fast Tracked by Accredited Program	application reviewed by Academy or Fast Tracked by Accredited Program	application reviewed by Academy or Fast Tracked by Accredited Program	application reviewed by Academy or Fast Tracked by Accredited Program
Letters of Support	none	2	2	2	2

4/23

The Core Cognitive Deficit: PHONOLOGICAL AWARENESS



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The 90% improvement on the P.A.R.T. for SLPs™

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Sounds ABOUND Listening, Rhyming, and Reading

Ages: 4-7 Grades: PreK-2 **Full Edition**

Build skills students need to become proficient readers with an evidence-based, systematic progression of lessons.

Outcomes:

- Learn to associate sounds and letters
- Develop awareness of rhymes and sound segments
- Divide words into segments
- Add and delete sound segments

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[Sample Pages](#)

Rhyming Pairs? 5

Match the pictures to words on the left. If the words do not rhyme, mark them.

1.	
2.	
3.	
4.	
5.	

Rhyming Pairs? 7

Read each word pair aloud. Ask the child to tell you if the two words rhyme.

1. hat	21. like
2. with	22. talk
3. right	23. back
4. take	24. ate
5. see	25. hat
6. you	26. just
7. leg	27. big
8. today	28. was
9. more	29. more
10. never	30. below
11. eat	31. great
12. go	32. try
13. fire	33. girl
14. back	34. back
15. eat	35. look
16. read	36. tree
17. point	37. just
18. look	38. ring
19. read	39. read
20. door	40. clock

Matching Rhymes 2

Put the pictures in each row that rhyme with the first word.

1.		
2.		
3.		
4.		
5.		

Odd One Out 2

Draw a line through the picture in each row that doesn't rhyme with the others.

1.		
2.		1
3.		
4.		
5.		

Make a Rhyme 2


Write a word or draw a picture in the box that rhymes with the other picture in the row.


1.	3	
2.		
3.		
4.		
5.		


Lots of Words 4

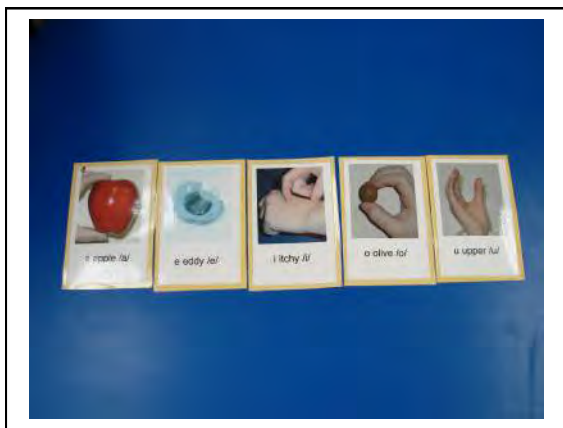
Name _____

Think of as many words as you can that begin with the same sound as the pictures in the boxes. Write the words or draw pictures of the words in the blanks next to the boxes. Then, say the words.

1. 

2. 

3. 





The cliff is tall and covered with grass.

"floss rule"






v c v

rab•bit

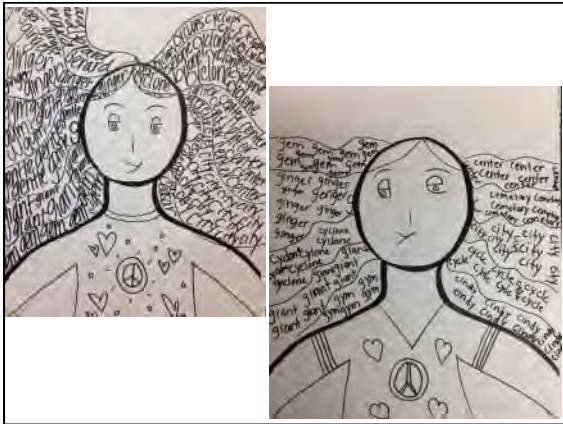


Gentle Cindy

c and g are soft before e, i, and y

 <p style="color: red; font-weight: bold;">a</p> <p style="font-weight: bold;">baby</p>	 <p style="color: red; font-weight: bold;">a-e</p> <p style="font-weight: bold;">ape</p>	 <p style="color: red; font-weight: bold;">ai</p> <p style="font-weight: bold;">sail</p>	<p style="color: red; font-weight: bold;">ay</p> <p style="font-weight: bold;">away</p>
↓	↓	↓	↓





Day 1 Salmon/White Cards

e

5

wh

24

r blends

br	brake
cr	cram
dr	drum
fr	fry
gr	grab
pr	prop
tr	trip

29

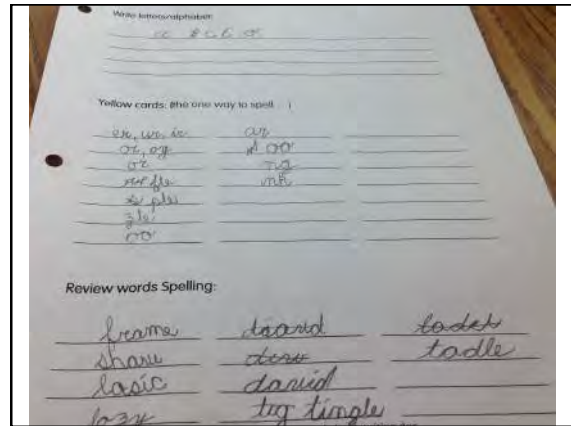
sh

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Card Design

- handwriting vs. printing
- 3x5 for individuals vs. small group
- iPad electronic versions
- large manuscript letters which fill the card

- ## Card Design
- handwriting vs. printing
 - 3x5 for individuals vs. small group
 - iPad electronic versions
 - large manuscript letters which fill the card

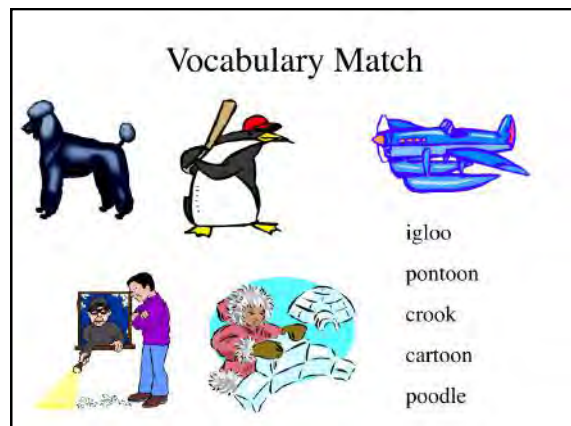
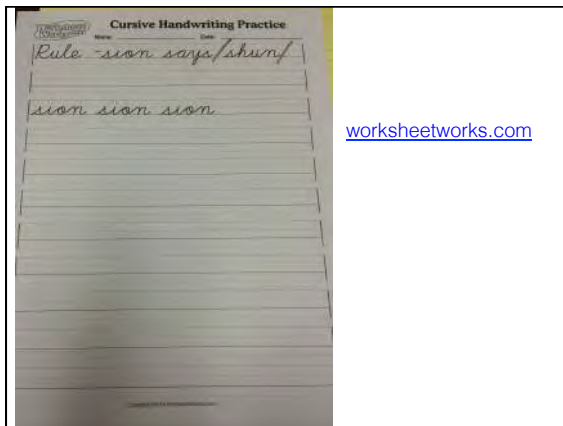


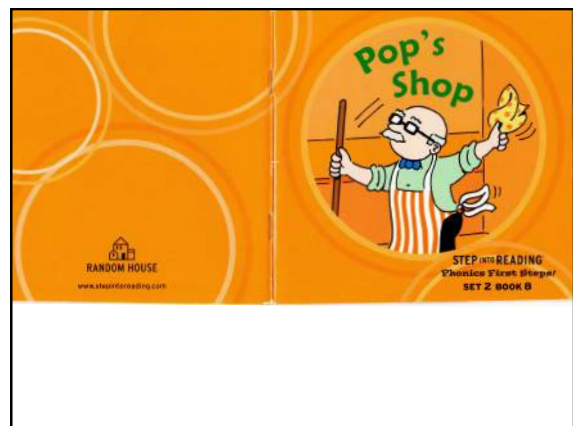
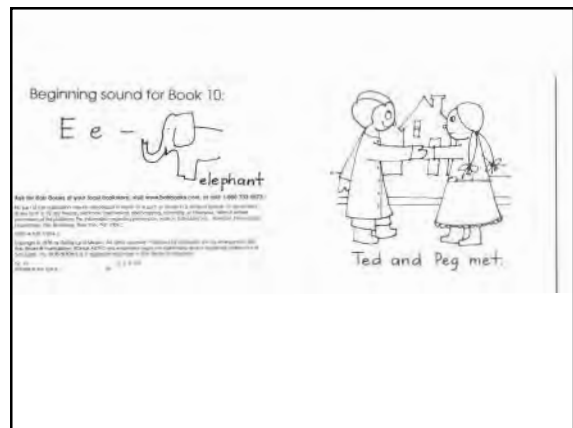
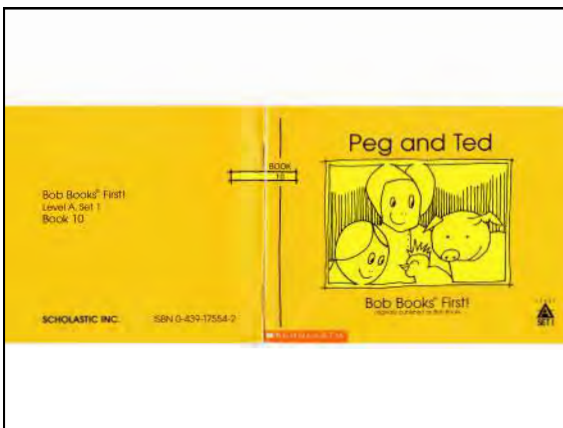
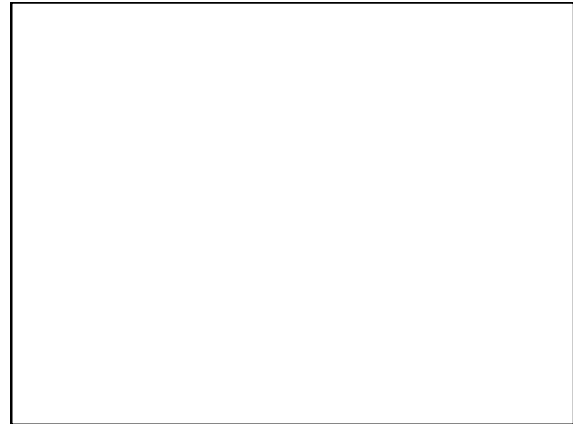
The screenshot shows the 'graphpaper/writing/' page on Incompetech.com. At the top, the URL is displayed. Below the navigation bar, there are tabs for 'Inches' (selected) and 'Centimeters'. A green message box states: 'Not the graph paper you're looking for? Check out our many other free graph/vnd paper styles from our main page here.' The main settings area includes:

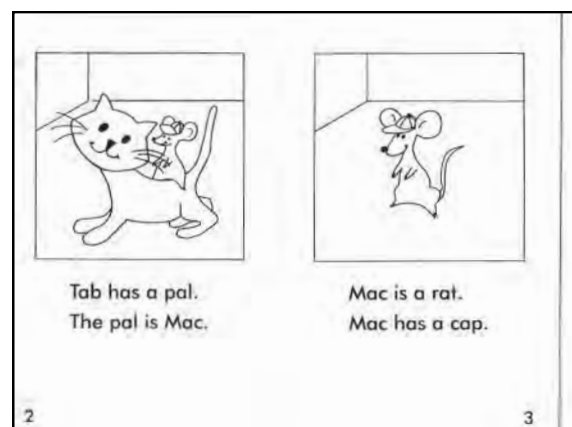
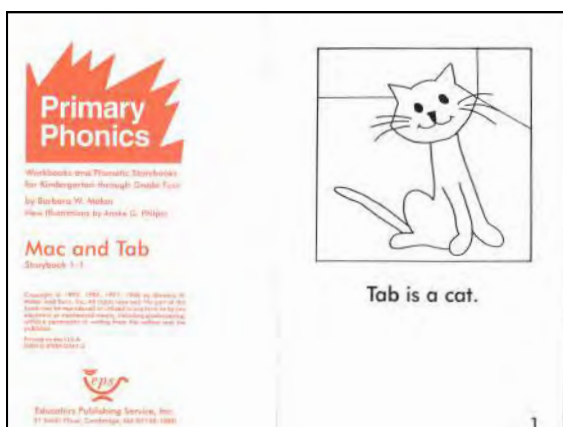
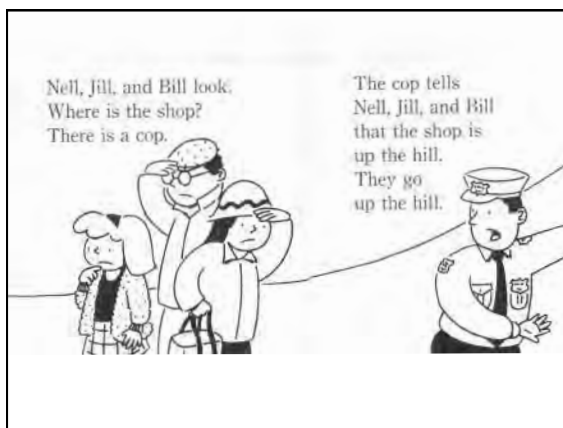
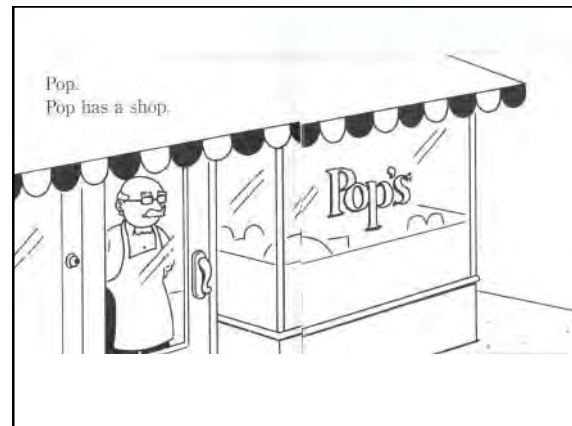
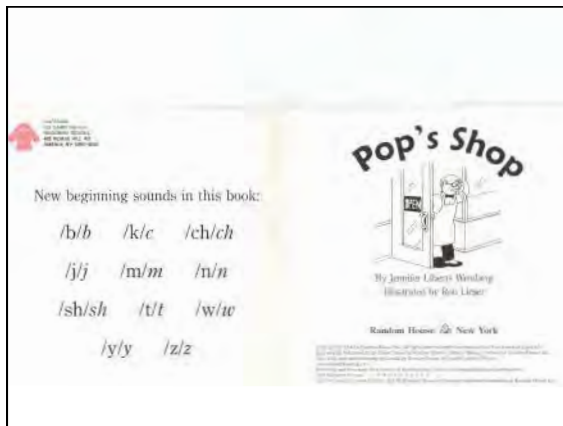
- PDF Document Size:** A dropdown menu showing 'A 8.5 x 11 inches' with other options: '11 x 17 folded', 'A4 (21 x 28 cm)', 'A3 (29.7 x 42cm)', and 'Other...'.
- Minimum Border:** A text input field with '0.5' and a unit dropdown set to 'inches'.
- Line Height:** A text input field with '0.5' and a unit dropdown set to 'inches', with a note '(0.6 is very fine; 0.7 is a advantage; 0.8 is very very wide)'.
- Writing Area Size:** A text input field with '0.75' and a unit dropdown set to 'inches'.
- Line Color:** A color selection interface with a blue square, a list of color names (Black, Light Grey, Light Blue, Red, Blue, Green, Custom...), and a 'BC3BP' label.

 At the bottom, there is a 'Download PDF' button.

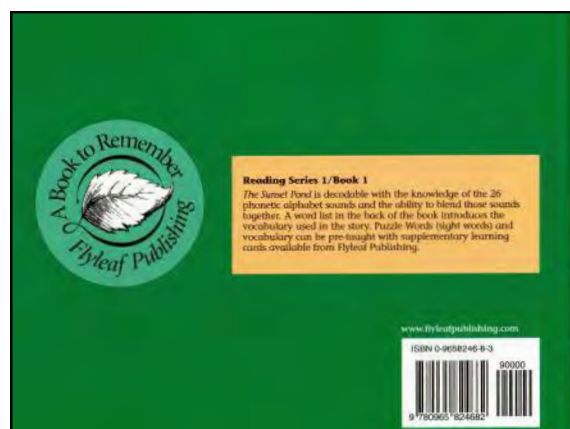
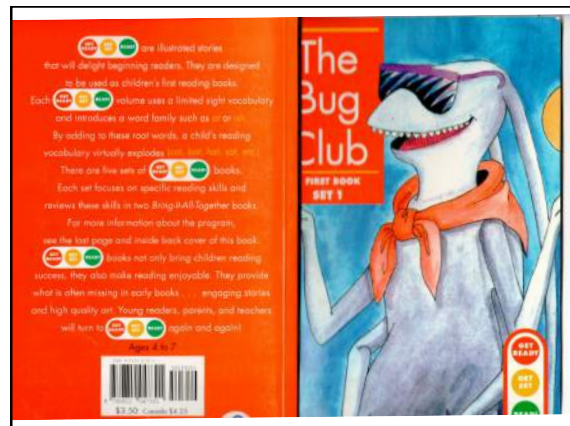








Mac and Tab	
Phonetic Elements	
Consonant Sounds	Vowel Sounds
b	a as in cat
c	
d	
h	
i	
m	
n	
p	
r	
s	
t	
	Sight Words
	is
	a
	the
	on
	in
	to
	for
	are

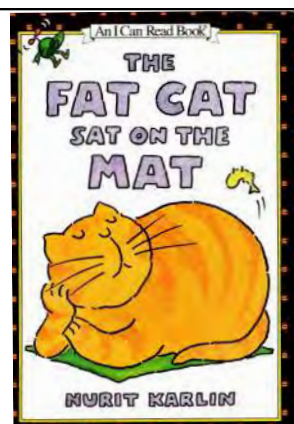
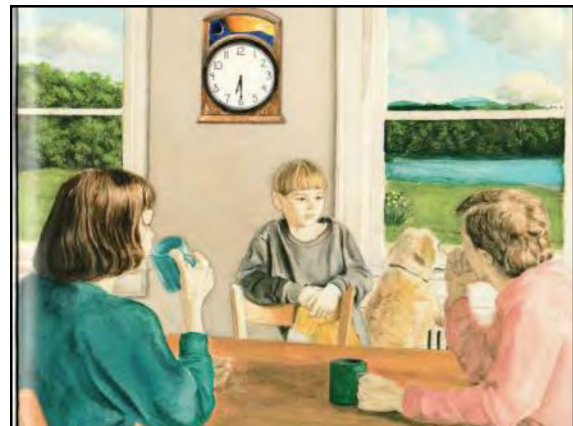


It is half past six and the sun has just begun to set in the west.



Matt asks his mom and dad if he may run with Bud to the Sunset Pond.

Mom and Dad tell Matt,
"Yes, but plan to be back at dusk."



The rat hates the cat.
The cat does not care.
The cat, who is fat,
just lies in the vat
and stares at the rat.
The rat hates that.



One night, when Wilma was out,
the fat cat got out of the vat.
He went, *pit-a-pat*,
and sat on the mat.

