

About the Author



Carolyn LoGiudice, M.S., CCC-SLP coordinates product acquisitions for LinguiSystems. She has years of experience as an SLP in public school and private clinic settings. She is especially interested in helping students develop their expressive language and interpersonal communication skills.

Carolyn is the author of numerous LinguiSystems publications.

Illustrations by Margaret Warner

Skills Included

- Absurdities
- Antonyms
- Associations
- Categories
- Comparisons
- Defining
- Exclusion
- Functions & Attributes
- Labeling
- Multiple-meaning Words
- Synonyms

Installation

Windows

Insert the CD into your computer's CD-ROM drive. Click on **Install** to install the program to your hard drive. If the autorun feature of your CD-ROM drive is enabled, installation will begin automatically. Follow the onscreen instructions to complete the installation. If installation doesn't begin automatically, follow these steps:

1. Double-click **My Computer**.
2. Double-click the **CD-ROM** icon.
3. Double-click **Setup.exe**.
4. Follow the onscreen instructions to complete the installation.

Macintosh

1. Double-click the **CD-ROM** icon.
2. Double-click **Setup.exe**.
3. Follow the onscreen instructions to complete the installation.

To use the program in any capacity other than the **Quick Start** mode, it must be installed.

Note: If you experience audio problems on a PC when running the program directly from the CD via the Quick Start option (without installing the program to your hard drive), view the Troubleshooting section of the Readme file on the program CD to fix this problem.

Getting Started

This flexible program allows you to choose the percentage correct goal and the specific items you wish to attempt in a session. You can print a results summary at the completion of each student session and/or the student's individual sentence structure chart for record-keeping needs. Although the program is very easy to use, this guide walks you through the basics. You have two choices at the Title screen:

Log In – Click here to manage users for custom sessions. After choosing or creating a user, you can continue a saved session or set up a new record-keeping session based on several criteria in the Setup screen.

Quick Start – Click here for an open-ended, non-record-keeping session. All the items available in the program are randomized in this feature.

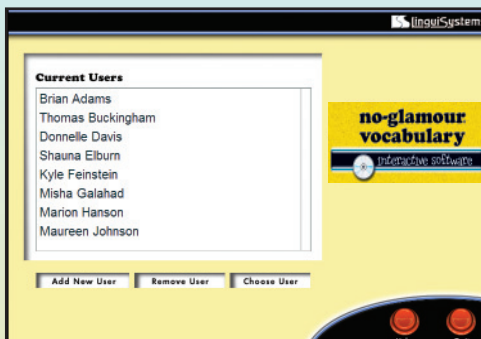
Log In

Add New User – Displays a pop-up box where you enter your student's first and last names. Click the **Add** button in the pop-up box, and your student will be added to the list of *Current Users*.

Remove User – Click a name in the *Current Users* list. Then click on the

Remove User button. Confirm your selection in the pop-up box to delete the user from the *Current Users* list.

Choose User – Click a name in the *Current Users* list. Then click on the **Choose User** button to move to the *Options* screen.



Options

New Session – Proceeds to the *Setup* screen to set parameters for the session

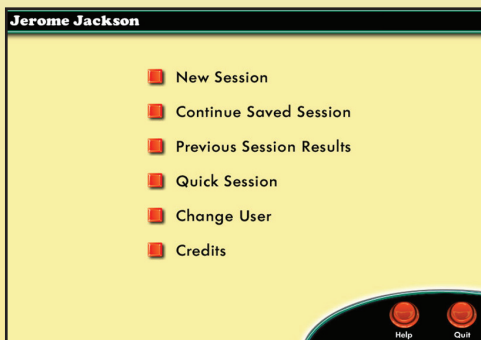
Continue Saved Session – Allows you to complete a previously suspended session

Previous Session Results – Displays results of the student's previous sessions

Quick Session – Begins an open-ended, non-record-keeping session that presents random items from all skill areas

Change User – Lets you choose a different user from the *Current Users* list

Credits – Displays a list of people who worked on this program



Setup

You can customize your session in many ways:

Item Setup — Sets the number of items to attempt

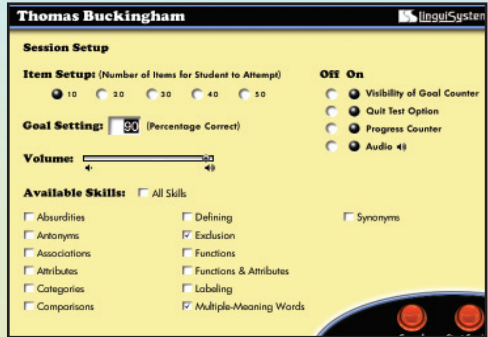
Goal Setting — Sets a percentage correct goal from 0-100%

Volume — Sets the master volume for narration and sound effects

Available Skills — Check the boxes to select which skills to attempt during the session or click **All Skills** to make all the choices active

Other Options — Allows you to turn on or off the goal counter, progress counter, all audio, or the option to quit the session in progress

After setting your options, click **Start Session** to go to the first Item screen



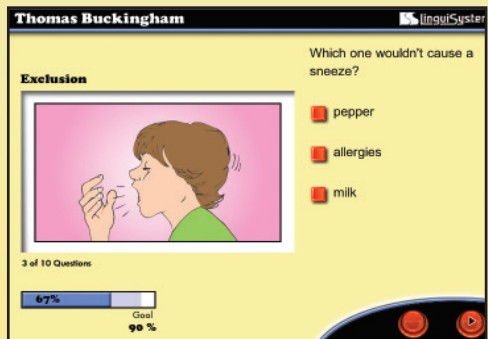
Items

If audio is enabled, the item will be automatically narrated.

After the student listens to the entire item, he selects a response by clicking one of the square, red buttons.

If the student wants to hear the item or responses again, he clicks on the words.

After a student chooses a response and receives feedback, he clicks the **Next** button to move on (this button is only activated after the item is attempted).

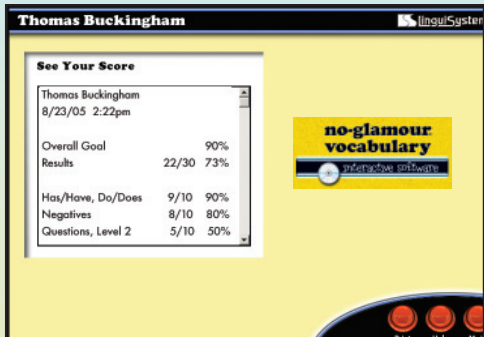


Results

When a student completes the final item in a session, the **See Results** button becomes active. Click on it to see the *Results* screen.

The information on the *Results* screen is vital for recording and documenting initial assessments, progress reports, and pretests/posttests. This screen shows these pieces of information:

- student's name
- date and time of the session
- overall goal (as determined in the *Setup* screen)
- final results (number of items correct/attempted and overall percentage)
- individual skill area results



Press the **Print** button to open your computer's print dialog box to print the session results.

The results of a completed session are automatically saved. You can retrieve these results later by restarting the program and choosing a student's name in the *Current Users* list. Then choose **Previous Session Results** from the *Options* screen.

Note: The program will provide an even mix of skill area questions within a session. In the example above, the instructor decided to have the student attempt ten items across two skill areas. The session contained five questions from each of the skill areas.

Quitting a Session in Progress – If you are unable to complete a session, you can choose **Quit** from an *Item* screen and save the session. You can finish the session later by choosing the student's name from the *Current Users* list and then selecting **Continue Saved Session**.

Evidence-Based Practice

- “Limited vocabulary is a hallmark of language learning disability and a serious obstacle to critical literacy skills” (Montgomery, 2007, p.1).
- Students who struggle with vocabulary acquisition need more trials than typical learners to maximize vocabulary growth (Montgomery, 2007).
- “Students learn vocabulary directly when they are taught both individual words and word-learning strategies. Direct vocabulary instruction aids reading comprehension” (NIFL, 2003, p. 35).
- Young children interact with electronic text in ways that assist in story schema acquisition, vocabulary development, sight word recognition, and print concept development (Labbo, 2006).

References

- Labbo, L.D. (2006). Literacy and pedagogy and computer technologies: Toward solving the puzzle of current and future classroom practices. *Australian Journal of Language and Literacy*, 29(3), 199-207.
- Montgomery, J. (2007, November). *Vocabulary interventions for RTI: Tiers 1, 2, 3*. Presentation at the annual American Speech-Language-hearing Association conference, Boston: MA.
- National Institute for Literacy (NIFL). (2003). *Put reading first: The research building blocks for teaching children to read*. Available from www.nifl.gov/nifl/publications.html