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## Curriculum Overview and Implementation

The Early Literacy Skills Builder (ELSB) is a multi-year preliteracy curriculum for elementary-aged students with significant developmental disabilities who have not acquired print and phonemic awareness. The ELSB is appropriate for students who have moderate-to-severe intellectual disabilities or multiple disabilities, and students who have autism.

This curriculum is based on underlying principles of [direct](#) and [systematic instruction](#). These two components were combined to create the scripted curriculum for ELSB. Two systematic instructional methods used in this curriculum are the [system of least prompts](#) and the [constant time-delay](#) procedure. Additionally, repeated opportunities to learn a concept is an important component of ELSB and the software. Repeating lessons 2-10 times has shown positive results.

The ELSB curriculum has seven levels with five lessons each. Each level increases the expectations for students. Lessons are built on 14 objectives arranged in an easy-to-hard sequence. More difficult objectives are not introduced until higher levels and easier objectives receive less emphasis at higher levels (see the [Additional Resources - Scope and Sequence](#)).

ELSB has two major components: 1. Building with Sounds and Symbols; and 2. Building with Stories. The ELSB software presents the Building with Sounds and Symbols component, which includes the scripted lessons for teaching each early literacy skill. The Building with Stories component uses literature of students' grade level in shared story reading activities. This component gives students access to the general classroom curriculum and helps students apply the literacy skills they learned to a story-based lesson. The ELSB software does not include this component, however, it is a critical component to implement. Users are strongly urged to implement some form of story-based lessons in addition to using the software. For more information or for story-based lesson guidelines, refer to *Early Literacy Skills Builder* (Browder, Gibbs, Ahlgrim-Dezell, Courtade, & Lee, 2007) and *Building with Stories: Adapted Books for Early Literacy* (Zakas & Schreiber, 2010).

ELSB software follows the same script and instructional content of the ELSB print curriculum for the Building with Sounds and Symbols component. As in the print, the software can be used with individual students or with small groups.

Small group use is a unique feature of the ELSB software. The small group feature allows two or more students to work through a lesson together by responding in turns while the computer tracks the responses of each individual

student. The small group feature is aided by the use of avatars. Each student has an avatar to represent them. The student's avatar enters the screen to signal the student's turn to respond. For more details on avatars and small group use, see [Avatars and Log In](#).

An advantage of using software over print is that the software is able to store detailed records of the work students are accomplishing. Students' responses and the amount of time spent on each objective are stored. Daily work and Assessments are also stored and accessible to the educator.

Additional features of the ELSB software include PDF files of teaching support materials. Flashcards of the sight words and a collection of ELSB images that are used throughout the software, are available for printing or for use in augmentative/alternative communication (AAC) devices. These files and the ELSB Software manual PDF are located: Windows All Programs --> Attainment Company --> Documentation --> ELSB Software; Mac Applications --> Attainment --> ELSB Software. They are also available on the DVD.

[ELSB Foundation/Research - References](#)  
[Glossary of Terms](#)

## Glossary of Terms

**anticipatory set:** an opening activity to a lesson meant to engage students and get them excited about the skills they are about to learn. The software anticipatory set is labeled "opening."

**constant time-delay procedure:** a teaching procedure in which during the first teaching round, the educator points (the prompt) to the correct response, giving no time between the direction and the prompt (zero time delay); this teaching trial is followed by a second round where after giving a direction, the educator withholds prompting for a period of time (e.g., waits 5 seconds) to give the student an opportunity to respond.

**direct instruction:** a teaching model that supports teaching in small steps, providing student practice after each step, providing guidance during practice, and ensuring a high level of success.

**distractor:** an incorrect response provided as a foil.

**observational learning:** a feature in ELSB software that encourages students to participate in occasional lessons with their peers. Students will not be asked to answer every question in the lesson. The number of questions the student will be given is based on half the number of times they are assigned to repeat the lesson. (File --> Options --> student's name - Settings --> General Options - Times to repeat lesson.)

**prompt:** a verbal or physical support or cue provided to help students choose the correct response.

**prompt hierarchy:** a system of prompting the student in which the student is first given the opportunity to respond independently; if no response, a verbal prompt is given; if no response, a model is given; if still no response, a physical prompt is given; etc. until the correct response is given.

**system of least prompts:** a method of instruction that uses a prompt hierarchy to support a student during instruction; the prompts provided work from least intrusive (e.g., verbal) to more intrusive (e.g., physical prompt) until the correct answer is given.

**systematic instruction:** a teaching method based on applied behavior analysis that specifies a series of instructional steps that proceed from the easiest elements to more difficult and complex ones.

## Getting Started

After installation:

To start **Early Literacy Skills Builder** on Windows:

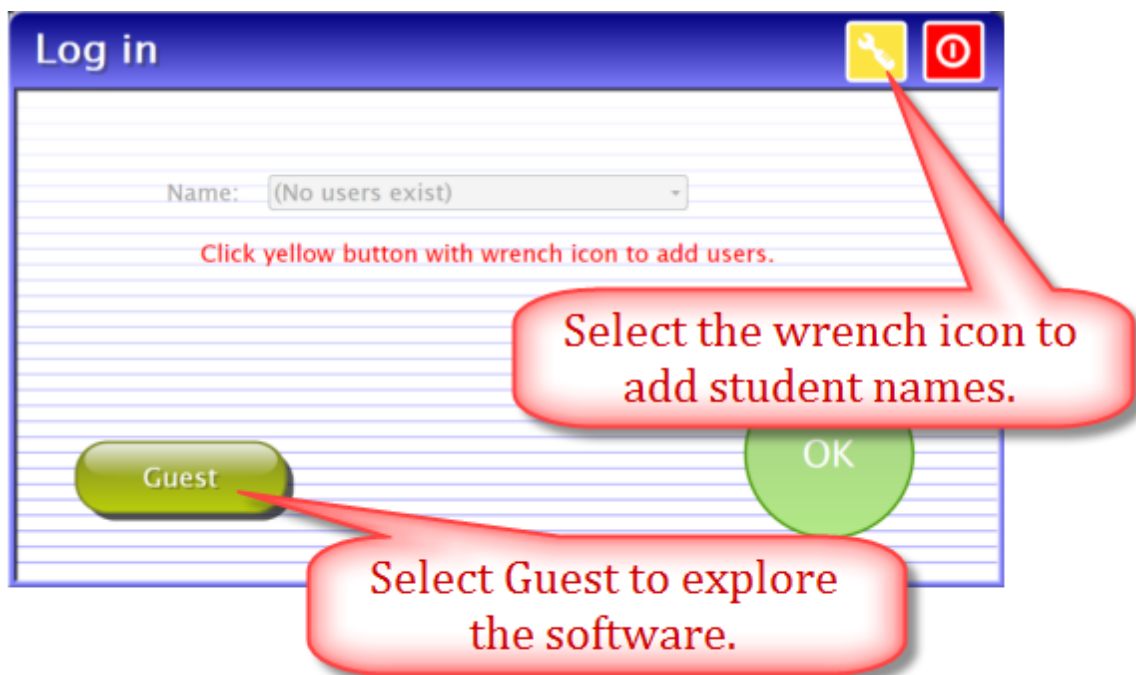
Go to Start menu at bottom left of screen.

Click Start --> All Programs --> Attainment Company --> ELSB

To start Early Literacy Skills Builder on a Mac:

Go to the menu bar at the top of the screen.

Click Go --> Applications --> Attainment --> ELSB



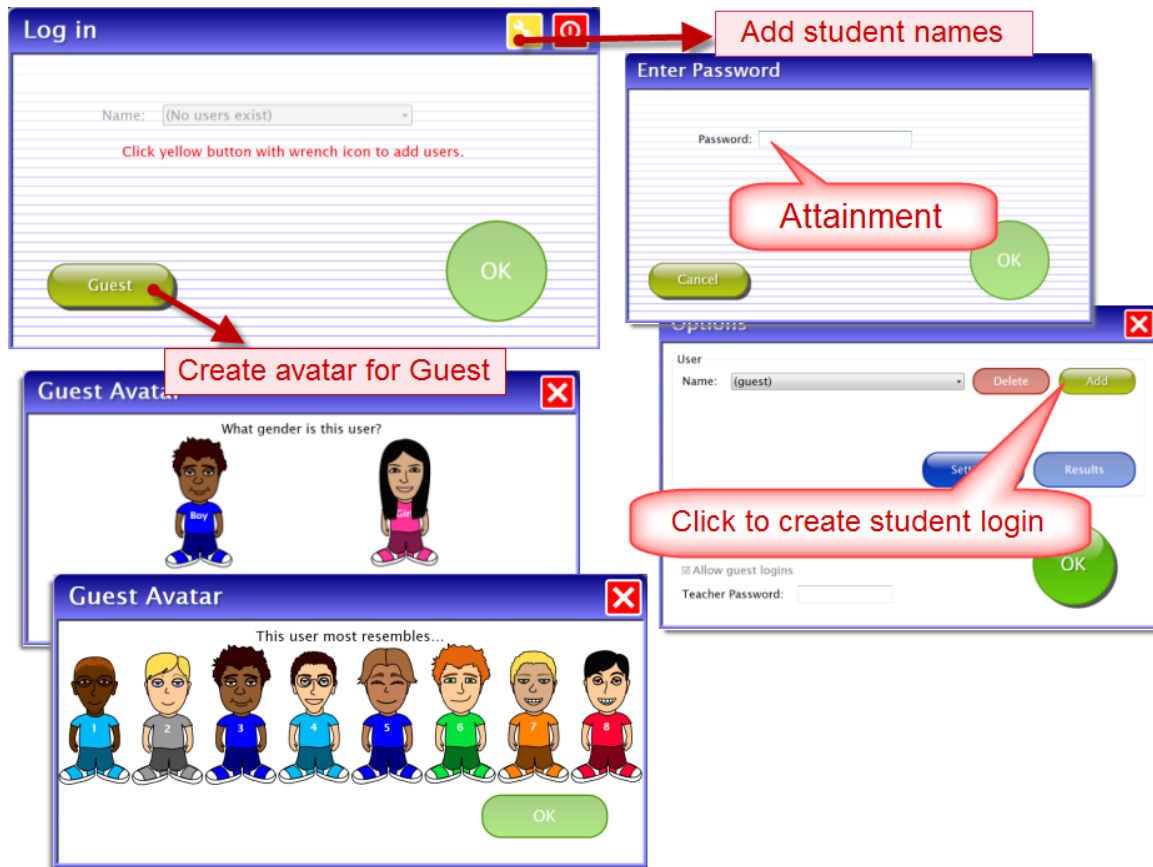
ELSB software opens to a Log in screen. Logging in as Guest is one way to become familiar with the program. When logged in as Guest, activity in the program will not be saved. All activity in the program is saved when the student is logged into an account created for them. Add student accounts in Options. To access Options select the yellow button with the wrench icon on the Log in screen or once the program is opened, from the menu bar at the top of the screen. The password to enter Options is Attainment.

[\*\*Guest Use or Add Student Account  
Avatars and Log in  
Options-Add Names\*\*](#)

## Guest or Student Account

To use **Early Literacy Skills Builder** software, one must be logged in either as Guest or an account created for a student. All logins will have an avatar represent them (except during Assessments). Guest login provides a way to explore ELSB software. To explore, select Guest on the Log in screen; it'll walk you through the step-by-step process to create the Guest's avatar. Guest's avatar and Guest work will not be saved. Students must be logged in with their own account for their work to be saved.

To create student accounts and their avatars, select the yellow box with the white wrench. The password to access Options is Attainment. Details of student's answers and amount of time spent on each answer is saved and viewable in Options--> select student's name --> Results.



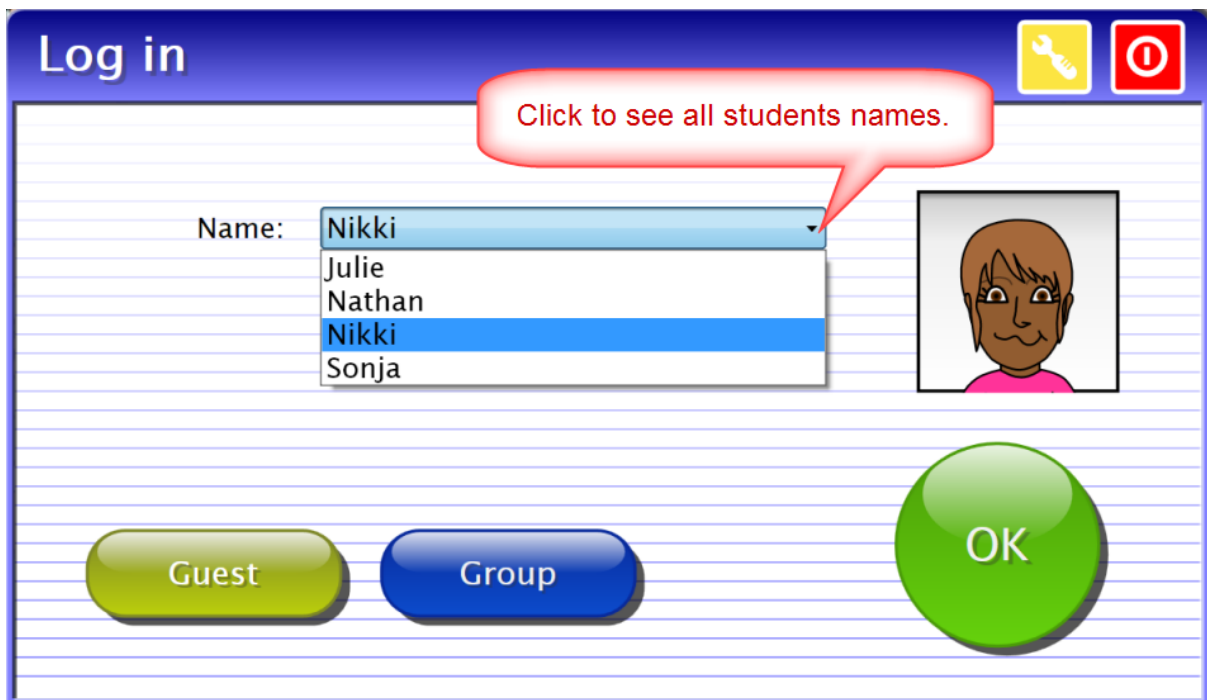
### Add Student Account

## Avatars and Log In

While participating in ELSB software, an avatar represents the student. Creating an avatar happens while creating a student account and also when logging in as Guest. There are many physical characteristics to choose from, such as eye shape, eye color, hair style, hair color.

To modify an avatar once it's created, go to Options --> Student Settings --> System tab - Edit.

During lessons the student's avatar enters the screen signaling it's their turn to respond. The use of avatars also aids utilizing the software with small groups. Small group use is when, two to six students participate in a lesson together by responding in turns. See [Small Group Use](#) for more details.



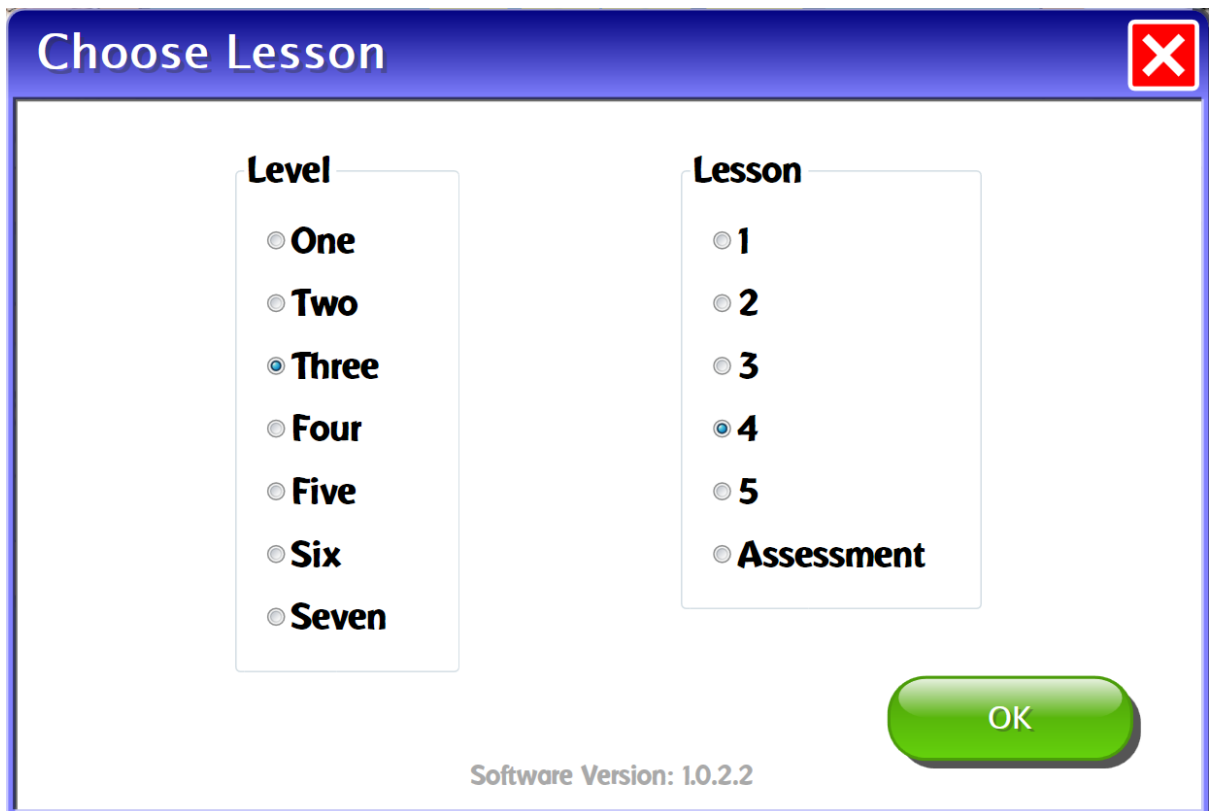
Once student accounts are created, their name will show in the drop down menu on the Log in screen. To log a student in, select their name and press the OK button. Log in choices also include Guest and Group log in.

In the upper right corner of the log in window is a yellow box with a white wrench in it. Clicking the wrench opens the Options (settings and results) window. The password to access Options is Attainment.

### [Small Group Use](#) [Options](#)

## Choose Lessons

ELSB starts with Level One lesson 1 and ends at the completion of Level Seven Lesson 5. The software remembers the last completed lesson and how many times lessons are to be repeated. (The number of times lessons are repeated is an option in student's settings.)



After a student is selected on the Log in, The Choose Lesson window shows the level and lesson the computer suggests. Click the OK button to start the program or adjust the Level or lesson.

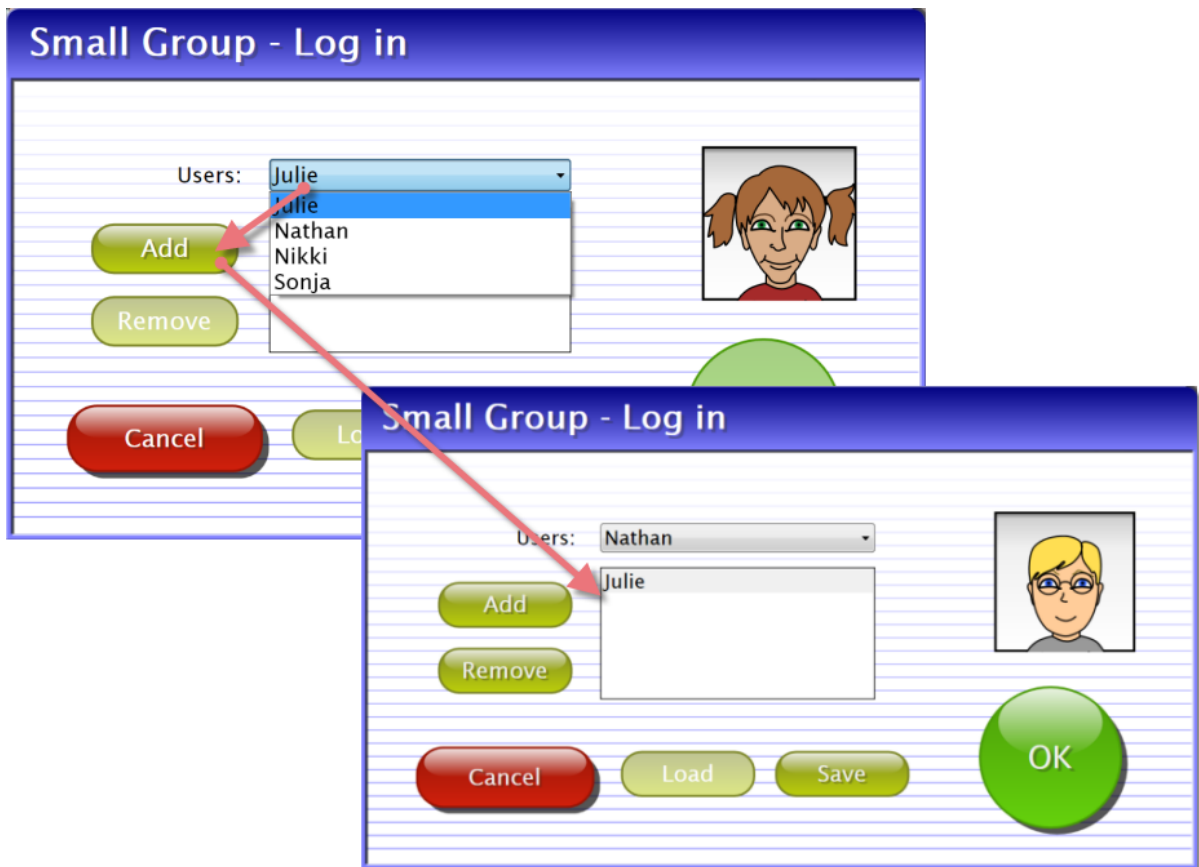
Observational Learning is offered on Choose Lesson during Small Group login.

### [Observational Learning](#)



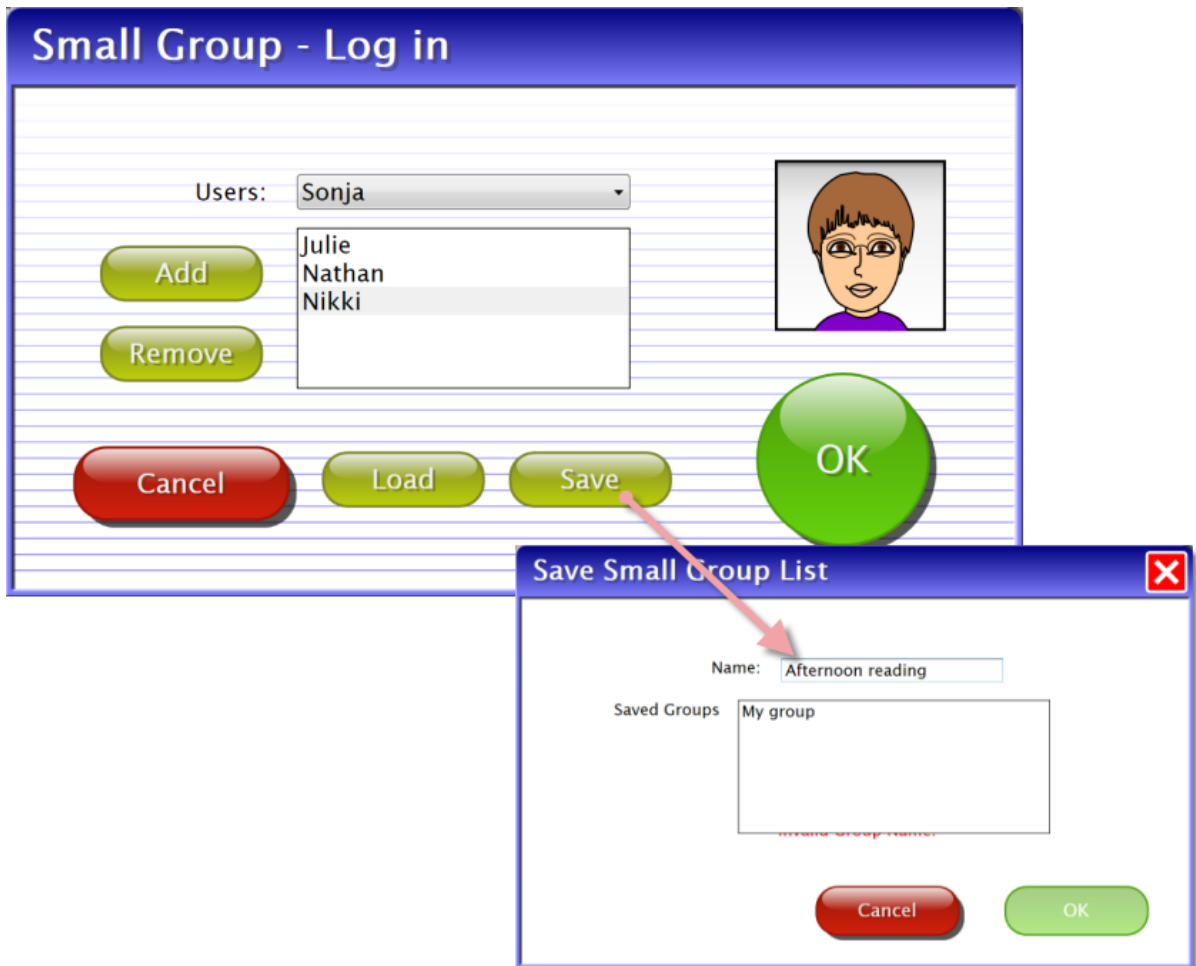
## Small Group Use

ELSB has a unique feature that allows multiple students to use the software at the same time, from the same computer, while taking turns to respond. We refer to this as Small Group participation. When two or more student accounts have been created, Group becomes an option on the Log in screen.



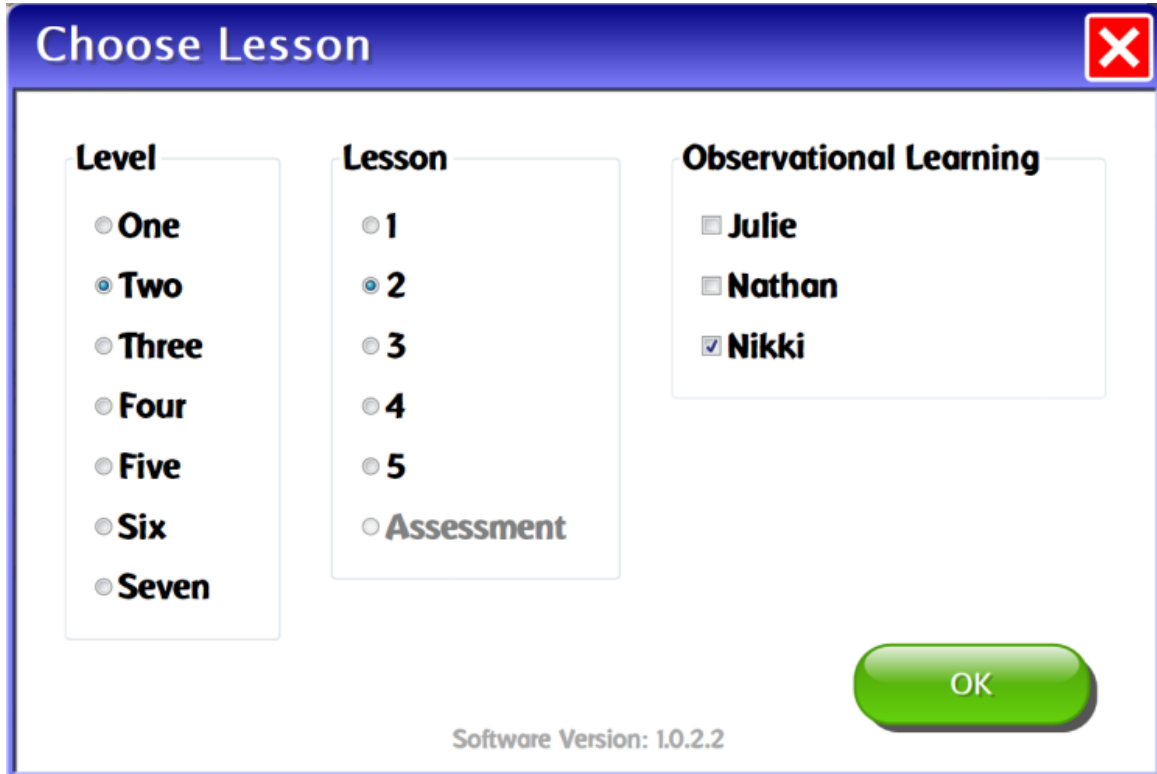
**Selecting students that will work together for the current lesson.**

When Group button has been clicked, select, and add the students that will be participating in the lesson.



**Saving a group of student that will participate together.**

When utilizing Small Group log in, students take turns interacting with the software. Student's personalized avatar walk onto the screen indicating whose turn it is. One student answers the question; their avatar walks off and a different avatar walks on. Each student is given a turn to answer the same question before the program moves on. Each student participates in every question unless Observational Learning is assigned to a student.



[Observational Learning](#) is offered on the Choose Lesson screen that appears after students have been selected for Small Group Log In. This software is designed to allow students to repeat lessons. The number of repetitions is a choice in Settings. Observational Learning allows the student to participate in every objective, but only answer questions half the number of repetitions selected in Options. One example of how Observational Learning can be helpful is a student that may need more one-on-one time instruction, but for particular sessions are participating with their peers.

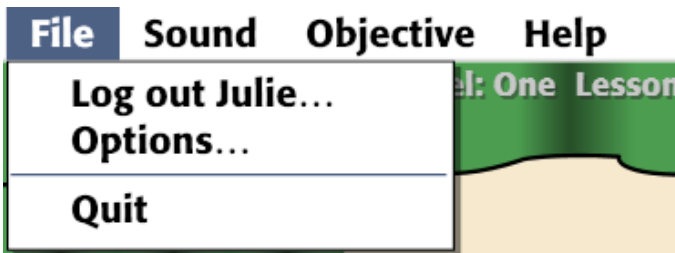
[Objectives](#)  
[Navigation](#)  
[Options](#)

## Navigation

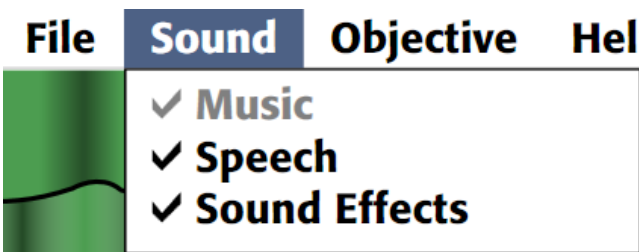
ELSB is designed to take students through lessons briskly. Each lesson starts with an Opening and ends with a Closing. Tools are available that allow you to interrupt progress of the lesson.



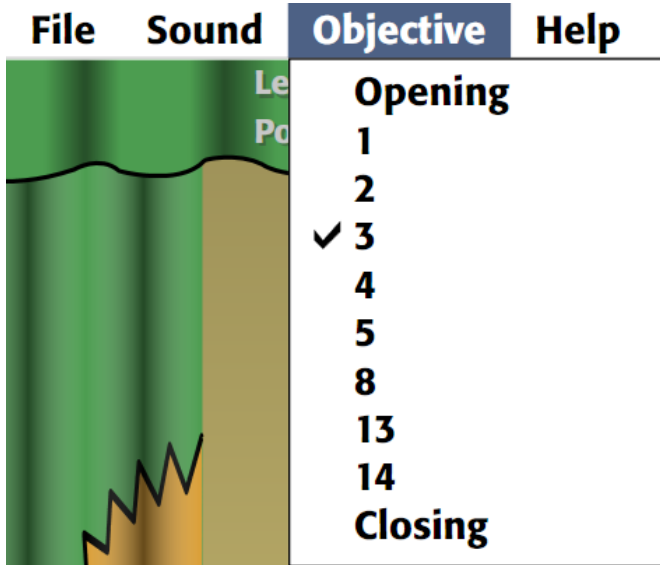
A pause button is located in the lower left corner. The program will only respond to the pause button in designated parts of the script. If pause doesn't respond, wait for the script to advance a sentence or two and try again. Access to other navigational tools are on the menu bar. The menu bar is generally hidden on Windows. To view the menu bar, move the cursor to the top of the screen: rolling the cursor over the hidden menu bar makes it appear.



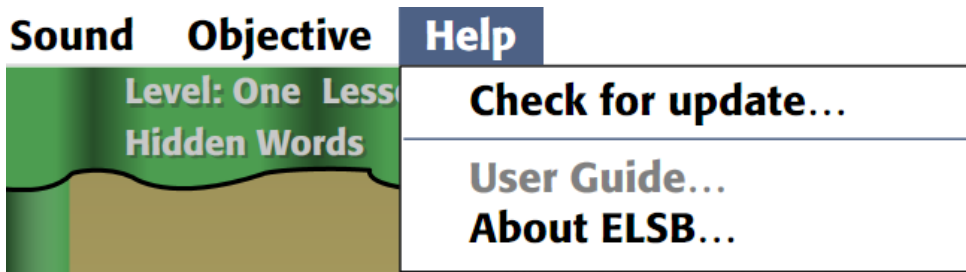
File gives access to logging out the current user or Small Group, Options (settings and results), and Quit to exit the program.



Sound turns off Speech or Sound Effects. This is a temporary setting applying only to the current session. To turn sound off for a student every time they use the program, go to File --> Options --> student's name - Settings.



Objective shows all the objectives in this lesson. Select one to repeat or jump ahead for work on a specific objective.



Help offers access to the User Guide and About ELSB which shows the version of the software plus credits.

Window users will also have an option to check if Attainment Company has updated ELSB software. This update check requires internet connection. Selecting Check for update will close ELSB software then search and apply changes without extra work from you.



Lily pads are lined-up on the upper, right-side portion of the curtain. Each objective in a lesson has a lily pad. A frog sitting on the lily pad indicates the objective has been completed or is currently open. Lily pads cannot be used for navigation, but are there to show advancement through the lesson.

# Objectives

ELSB was developed to shape mastery of 14 objectives through an easy-to-hard sequence. Daily lessons contain selected objectives. A few easier objectives have less emphasis at the upper levels and a few harder objectives are not introduced until later levels. This curriculum has seven levels, each level has five lessons.



An Opening segment begins each lesson. It's a short anticipatory set to warm up and engage the student in the lesson. Each lesson ends with a short Closing. Moe the frog is a focal point of the Openings and Closings.



Lily pads are lined-up on the upper, right-side portion of the curtain. Each objective in this lesson has a lily pad. A frog sitting on the lily pad indicates the objective has been completed or is currently open. Lily pads cannot be used for navigation, but are there to show advancement through the lesson.

## Objective 1



**Activity:** Flashcard Game

**Objective:** Read sight words

**Purpose:** This activity uses drill and constant time delay to enhance students' sight word vocabulary.

**What Happens:** In round one students are instructed to point to the sight word that Moe is pointing to. In round two students are instructed to point to the sight word on their own. If no response is given within 5\* seconds, Moe guides students to the correct answer by pointing to the word. When no response is given within another 5 seconds, the verbal prompt is repeated. If another 5 seconds passes without student interaction or an incorrect answer is selected; the incorrect answers fade, the correct answer is visually enhanced and is the only answer selectable.

Sight words introduced in Objective 1:

Level 1 boy, friend, girl

Level 2 me, is, friend

Level 3 want, he, boy, is

Level 4 my, are, is, me, want

Level 5 like, give, friend, are, he

Level 6 where, have, my, girl, give

Level 7 was, does, like, have, where

Demonstration words used through all levels are Moe and Green

Levels 1 and 2 show the correct answer and one distractor; Levels 3 and 4 give two distractors; and Levels 5 - 7 give three distractors.

\*An option to adjust this amount of "wait" time is available in [student settings](#). The default is 5 seconds.

## Objective 2



**Activity:** Flashcard Game

**Objective:** Point to sight words to complete sentences.

**Purpose:** The purpose of this activity to enhance students' comprehension of sight word vocabulary.

**What Happens:** The sentence appears and is read, then a word is removed and the sentence is read once more. Word card options are shown. Students are instructed to select the word that fills in the sentence. Students are given 5\* seconds to select a word on their own. If no response is given within 5 seconds, the verbal prompt is repeated. If another 5 seconds passes without student interaction or an incorrect answer is selected; the incorrect answers fade, the correct answer is visually enhanced and is the only answer selectable. Levels 1 and 2 show the correct answer and one distractor; Levels 3 and 4 give two distractors; and Levels 5 - 7 give three distractors.

\*An option to adjust this amount of "wait" time is available in [student settings](#). The default is 5 seconds.



## Objective 3



**Activity:** Pointing to Words

**Objective:** Point to text as it is read.

**Purpose:** This text-pointing activity promotes print awareness, that is, the concept of words and spaces, and left-to-right, top-to-bottom orientation of text reading.

**What Happens:** First a story from the **All About Moe** book is read. A line of text is singled out for text pointing. The words are pointed to as they are read again. The students are then prompted with highlight and a pointing finger, to point as the text is read one more time. The program waits for the student to point to each segment/word as it is read. An option in Settings can turn off the "wait" so text is completely read not waiting for each segment to be pointed to. Early levels use a single line of text for text pointing. As students progress through the program additional lines are added.

## Objective 4



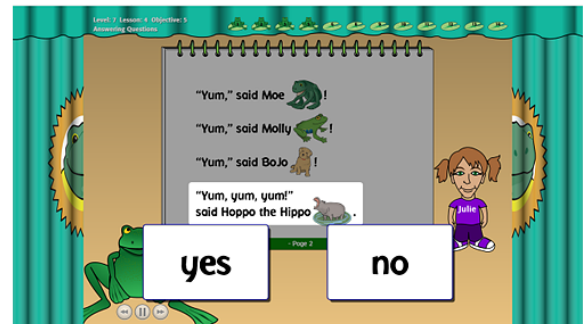
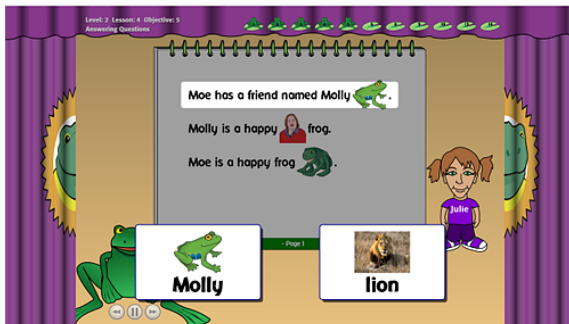
**Activity:** Hidden Words

**Objective:** Say and/or point to a word to complete a repeated story line.

**Purpose:** This activity promotes students' awareness of text and the concept of word. The repeated storyline allows students to predict the text. Listening comprehension is also improved in this activity.

**What Happens:** Lines are read from the story that contain a repeated story line. The repeated word is covered in the second line with a Post-It® note. Students are instructed to touch the covered word and the program demonstrates this first. After the student points to the covered word, the second part of this objective is to select the word now showing as a card choice. The program first demonstrates by reading the lines again and selecting the correct card. The lines are read one more time and the students are instructed to select the correct card.

## Objective 5



**Activity:** Answering Questions

**Objective:** Respond to literal questions about a story.

**Purpose:** The purpose of this activity is to provide support for listening comprehension. Literal questions are asked immediately after a designated line is read as a way to support students' comprehension of the text read.

**What Happens:** A story from the **All About Moe** book is read. Questions about the story are asked at designated lines in the story. Choice cards are presented. In early levels, the answer choices combine pictures with text. In later levels, the choices are text only. In early level, the questions are literal, but in later levels, questions may be predictive, summative, and inferential.

## Objective 6



**Activity:** Chunking Words

**Objective:** Syllable segmentation.

**Purpose:** This activity emphasizes syllable segmentation - a phonological awareness skill that lays the foundation for phonemic awareness. Children learn that words have larger parts (syllables) before they discover that words have individual sounds. The purpose of the activity is to help students hear the rhythm and stress in words and therefore hear the syllables.

**What Happens:** The narrator and Moe say words the fast way and the slow way. Moe demonstrates clapping for each syllable in a word. Then students are instructed to clap (click on Moe's outstretched hand) once for each syllable they hear. Delivering words the slow way emphasizes syllable segmentation. The program waits for a "clap" for each syllable. A setting in Options is available to turn off the "wait," meaning the program will continue regardless of a response or lack of response.

## Objective 7



**Activity:** Tapping Out Sounds

**Objective:** Tap out sounds in CVC (consonant-vowel-consonant words.)

**Purpose:** This activity emphasizes segmentation - a phonemic awareness skill. Having the words spoken the "slow" way introduces students to segmenting sounds in words.

**What Happens:** Moe says the word slowly and demonstrates tapping on a switch for each sound in the word. Then students are instructed to tap (click on the switch) once for each sound they hear. The program waits for a "tap" for each sound. A setting in Options is available to turn off the "wait," meaning the program will continue with the exercise regardless of a response or lack of response.

## Objective 8



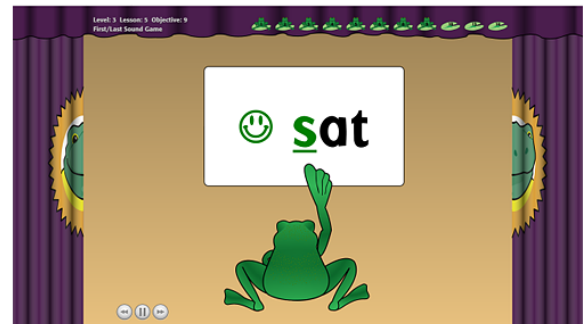
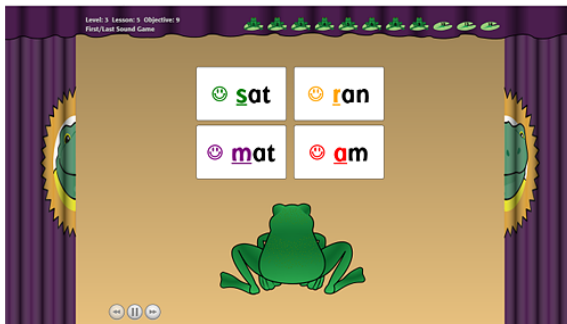
**Activity:** Letter Sounds Game

**Objective:** Identify letter-sound correspondences.

**Purpose:** This activity introduces students to letter-sound correspondence. The focus of the activity is on the sound the letter makes rather than on the letter name. The poem is provided as a way to “bombard” students with the sound being introduced. The focus of the poem reading is on giving students an opportunity to hear the sound in words, not to keep up with touching the letter/sound card as words that start with the sound are said. This objective helps students begin to learn the alphabetic principle.

**What Happens:** Students are instructed to touch the letter/sound with Moe. Next, the students are instructed to find the letter/sound given other graphic distractors. A poem is read and the students are to listen for words that start with the sound. The first time the poem is read, Moe touches the letter/sound card when a word is read that starts with the sound. The second time the poem is read, students are instructed to touch the letter/sound card when they hear a word starting with the sound. Animated characters move in the scene when the letter/sound is touched within a “reasonable” amount of time from the word being spoken.

## Objective 9



**Activity:** First/Last Sound Game

**Objective:** Identify the first and last sounds in words.

**Purpose:** This activity helps students begin to understand that words consist of sounds and the sounds in a word can be segmented. Students also learn what first, last, and next sound means. This activity develops phonemic awareness.

**What Happens:** Four word cards are displayed. One-by-one the cards are enlarged for direct instruction on first and last sounds. Moe models the activity by pointing to the first, next, and last sounds in the words. Students are asked to say the word then point to the first, next, and last sounds.

## Objective 10



**Activity:** Finding Pictures with Special Sounds

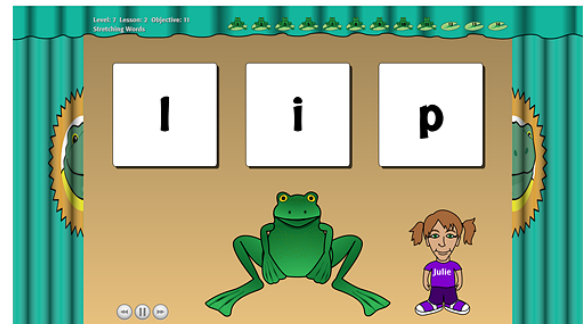
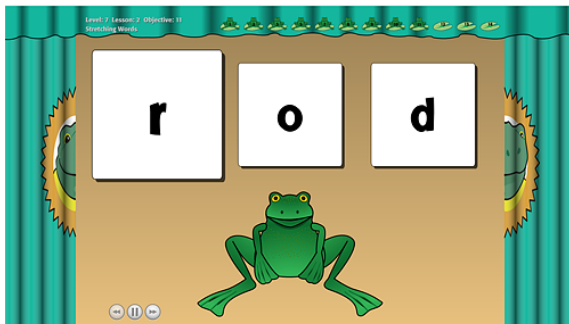
**Objective:** Identify pictures that begin/end with given sounds.

**Purpose:** This activity emphasizes segmentation - phonemic awareness skill. Students need to be able to segment the beginning and/or ending sound of a word to have adequate phonemic awareness.

**What Happens:** Four pictures are displayed. One-by-one each picture is named and the first or last sound of the word is emphasized. Students are instructed to select the picture with a specified first or last sound. Early levels ask only for beginning sounds; ending sounds join the activity in Levels Six and Seven.



## Objective 11



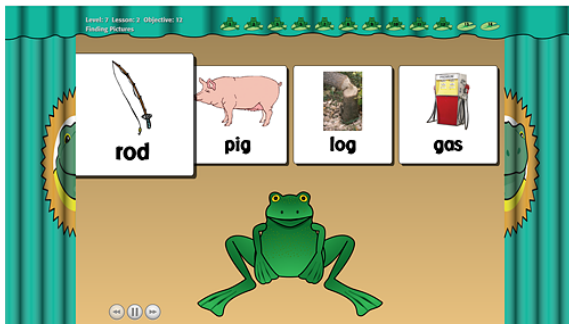
**Activity:** Stretching Words

**Objective:** Point to sounds in words.

**Purpose:** Students learn that words can be segmented into sounds. CVC words are the focus in this phonemic awareness activity.

**What Happens:** A consonant-vowel-consonant (CVC) word is shown with each sound segmented on a separate card. The word is read slowly, segmenting each sound in the word. Next the students are instructed to point to each sound as the word is read again with each sound segmented.

## Objective 12



**Activity:** Finding Pictures

**Objective:** Blend sounds to identify pictures.

**Purpose:** This activity requires students to blend sounds into words and find the corresponding picture. Blending is a component of phonemic awareness.

**What Happens:** Four picture word cards with CVC words are shown. Moe segments the sounds in a word and then models pointing to the picture representing the blended sounds. Then Moe segments another word in to sounds and the students are asked to choose the picture representing the blended sounds.

## Objective 13



**Activity:** New Word Game

**Objective:** Point to pictures/words representing new vocabulary.

**Purpose:** This activity helps students develop new vocabulary. The new words are presented using both photos and illustrations to help students recognize there are various forms of the word.

**What Happens:** Three different pictures of the new vocabulary word are displayed. The activity is modeled: two pictures are dimmed and one picture is enhanced while stating what the vocabulary word is. Students are asked to point to the picture. The same steps are used with the other two pictures. The next part of the activity shows four different words with pictures. Students are instructed to point to the picture of the new vocabulary word. This is repeated using the other two pictures. Next, the activity is repeated with a vocabulary word introduced in earlier lessons.

Words introduced in Objective 13:

Level 1 boy, girl, friend. People words are functional sight words plus useful for social exchanges.

Level 2 happy, sad, mad, excited, scared. Feeling words assist in self-expression and self-determination.

Level 3 dog, cat, bird, rabbit, snake. Pet words are motivational and a common experience for many.

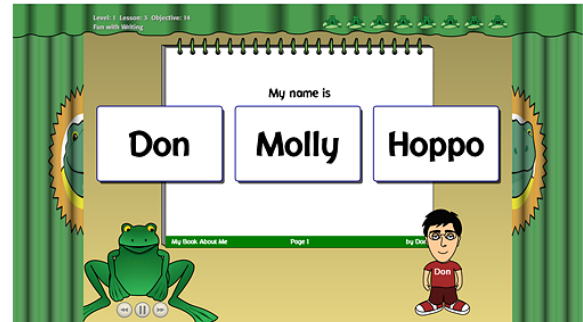
Level 4 play, read, swim, shop. Action words are useful in creating schedules, calendars, or choices outside lessons.

Level 5 pool, zoo, park, bowling alley. Place words can be used in field trips or community instruction.

Level 6 birthday, cake, sing, game. Birthday party words can help with communicating about social events.

Level 7 presents, clothes, toys, books, CDs, games. Items to give to others can be motivating and a common experience for many.

## Objective 14



**Activity:** Fun with Writing

**Objective:** Use new vocabulary words and personal information.

**Purpose:** This activity increases the student's awareness of print and promotes use of the new vocabulary word learned.

**What Happens:** Three books are shown and students are asked to select their own books. If pages have been created in earlier lessons, they are read. Next a new page is added. Students are guided through creating a new page incorporating the new vocabulary word introduced in the previous objective. Questions are asked and the students select their answers from picture word cards. This book can be printed from File --> Options --> student's name - Settings --> My Book About Me tab.

Book pages students create:

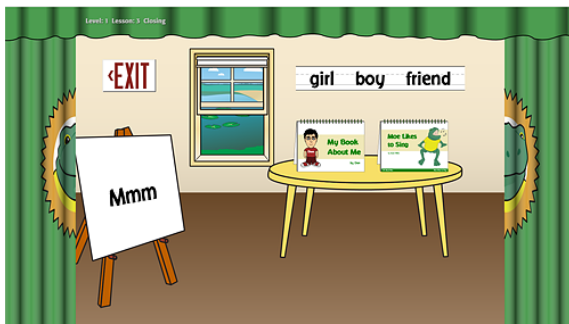
1. My name is \_\_\_\_\_.
2. I am a \_\_\_\_\_. (boy/girl)
3. The name of my friend is \_\_\_\_\_.
4. \_\_\_\_\_ makes me happy.
5. \_\_\_\_\_ makes me sad.
6. \_\_\_\_\_ makes me mad.
7. \_\_\_\_\_ makes me scared.
8. \_\_\_\_\_ makes me excited.
9. My pet is a \_\_\_\_\_.
10. My pet is not a snake. My pet is a \_\_\_\_\_.
11. My pet is not a rabbit. My pet is a \_\_\_\_\_.
12. My pet is not a bird. My pet is a \_\_\_\_\_.
13. My pet is a \_\_\_\_\_.
14. I like to play with my friend, \_\_\_\_\_.
15. I also like to play with \_\_\_\_\_.
16. My friend likes to \_\_\_\_\_.
17. I like to \_\_\_\_\_ with my friend.
18. My friend and I have fun when we \_\_\_\_\_.
19. I can swim at the \_\_\_\_\_.
20. I can see animals at the \_\_\_\_\_.
21. My friend and I can play at the \_\_\_\_\_.

22. I can go bowling at the \_\_\_\_\_.
23. I want to go to the \_\_\_\_\_.
24. My birthday is in the \_\_\_\_\_.
25. I like to eat \_\_\_\_\_ at birthday parties.
26. I would like to \_\_\_\_\_ at my birthday party.
27. A game I would like to play is \_\_\_\_\_.
28. I would like \_\_\_\_\_ for my birthday.
29. I would like to get \_\_\_\_\_ presents for my birthday.
30. \_\_\_\_\_ is my favorite toy.
31. \_\_\_\_\_ is my favorite book.
32. \_\_\_\_\_ is my favorite CD.
33. I would like \_\_\_\_\_ for my birthday.
34. I think apple pie is \_\_\_\_\_.
35. I love my \_\_\_\_\_.

## Closing

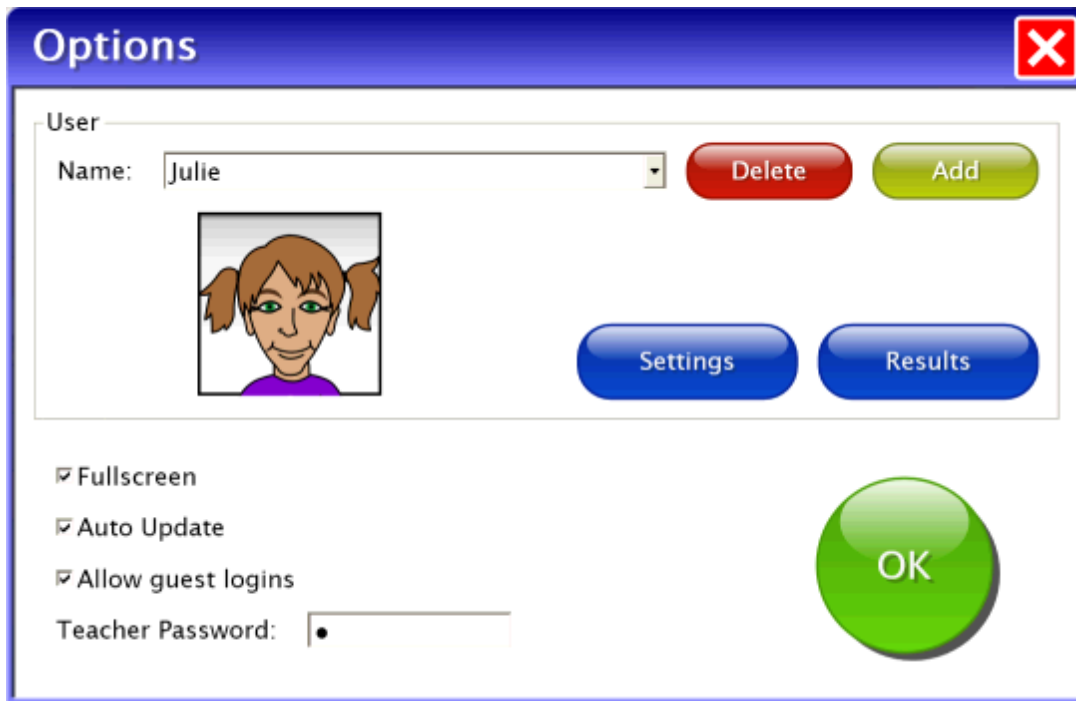


Each lesson ends with a quick wrap-up with Moe.



Once Moe has left the classroom, students can explore the classroom by clicking on objects. The **All About Moe** book and the books students are creating will be on the table. The books on the table can be read; click on one. Stories from the All About Moe book are shown separately.

# Options



Options is where to add student names (so their work will be saved), personalize their activity settings, set scanning details, access records of students' work completed, and print **My Book About Me** books that students are creating.

Fullscreen

Auto Update

Allow guest logins

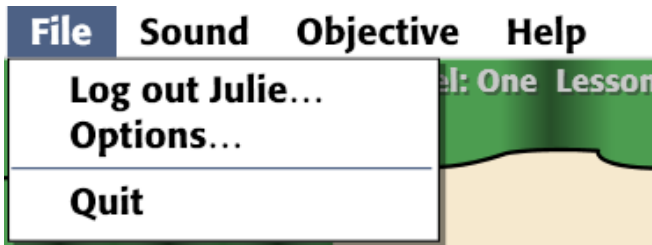
Teacher Password:

Pop-up help descriptions are available; position the cursor on a setting and pause.

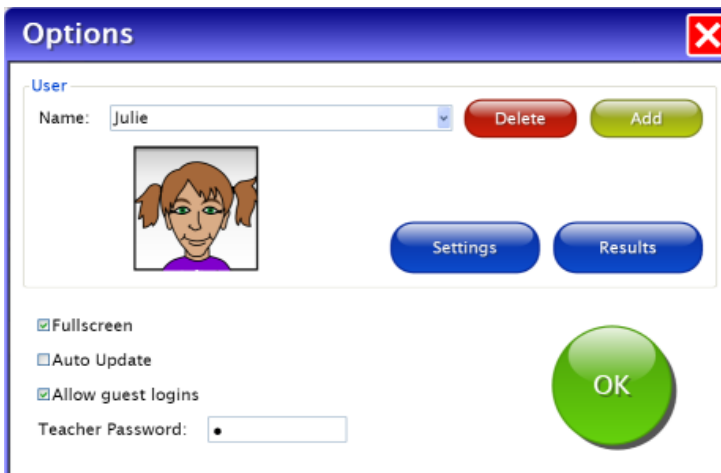
Determines if program automatically checks online for updates

Pop-up help descriptions are given with each setting. Roll-over and pause on setting's answer box to view pop-up help.

## General Options and Add Names



From the menu bar at the top of the screen, select File, then Options. (The menu bar is hidden on Windows computers until you roll the cursor to the top of the screen.) The password to enter Options is Attainment. You can create a different password after entering Options. As a back-up, Attainment will always work as a password.



**General Options screen**

Options opens to the general options screen.

Fullscreen the program fills your monitor screen or unchecked the program runs in a window. The window can be resized or minimized.

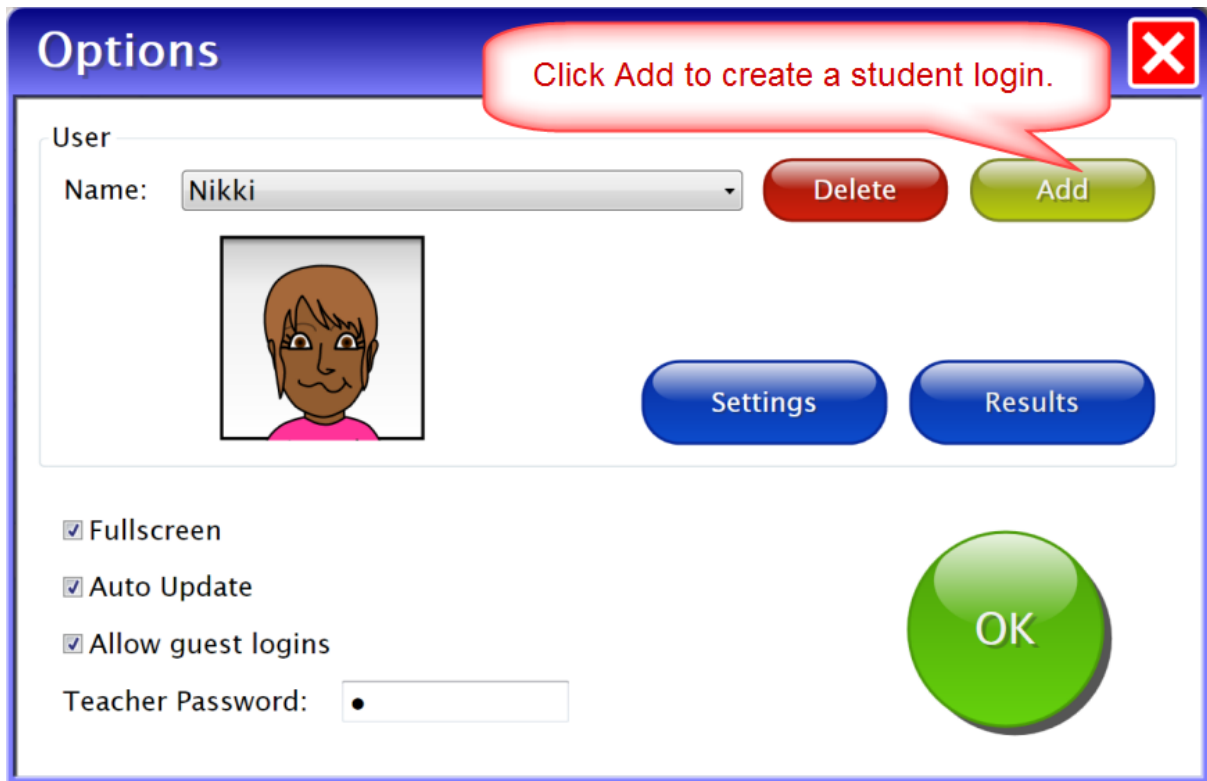
Auto Update is currently only available for Windows. Unchecked disables the Auto Updater. Checked, the program will once a week search and apply any updates to ELSB software implemented by Attainment Company. Software updates can be checked for manually too; see [Updating ELSB Software](#) for more information.

Allow guest logins or unchecked, Guest is removed as a log in option; students must have accounts created for them. Activity while logged in as Guest is not saved. Guest can be removed as a log in choice only after one or more login names have been added.

Teacher Password is the password to enter Options. Attainment is the default and will always work.



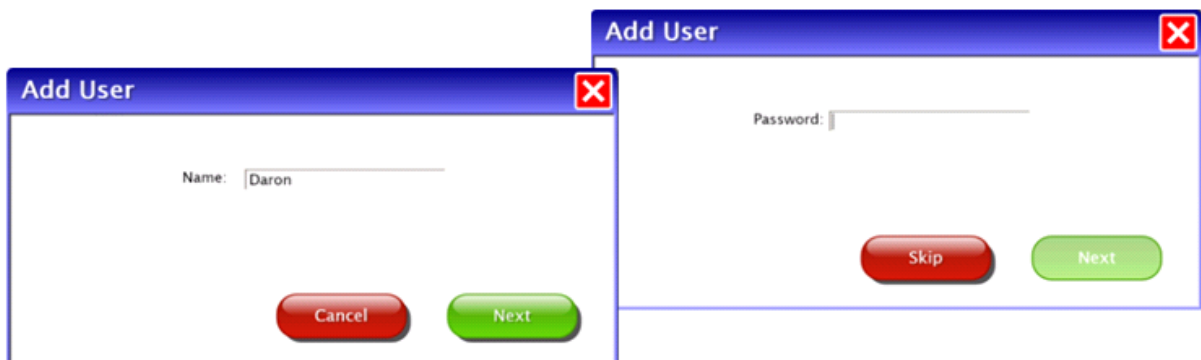
### Add Names



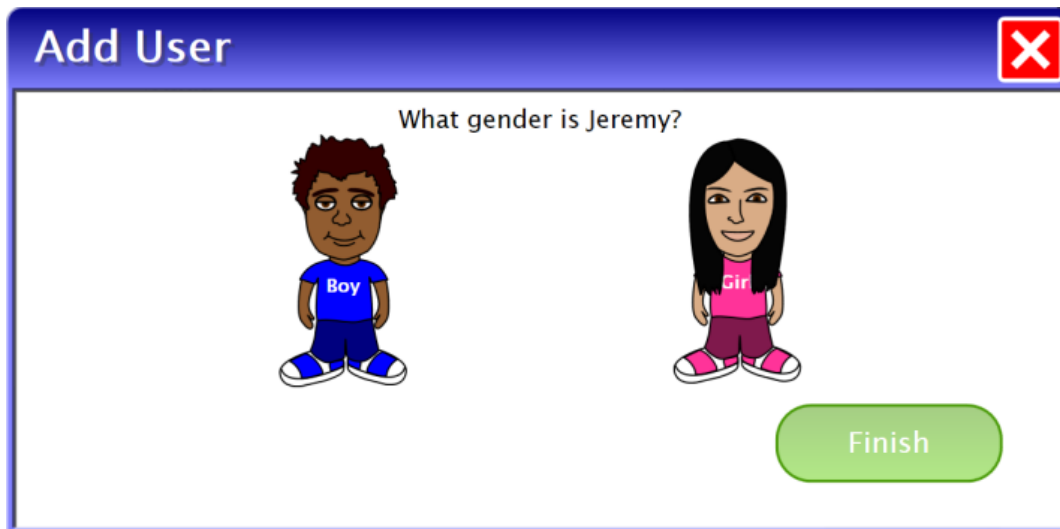
At the top of the general options screen are buttons to Delete or Add student names.

Delete a student account by selecting the student name from the drop down list of names, press Delete.

Click the Add button to create a student account.



First, type the student's name in the box and press Next. An optional password which this student will need to type to log in can be added or click Skip for no password. Now create the avatar to represent this student.



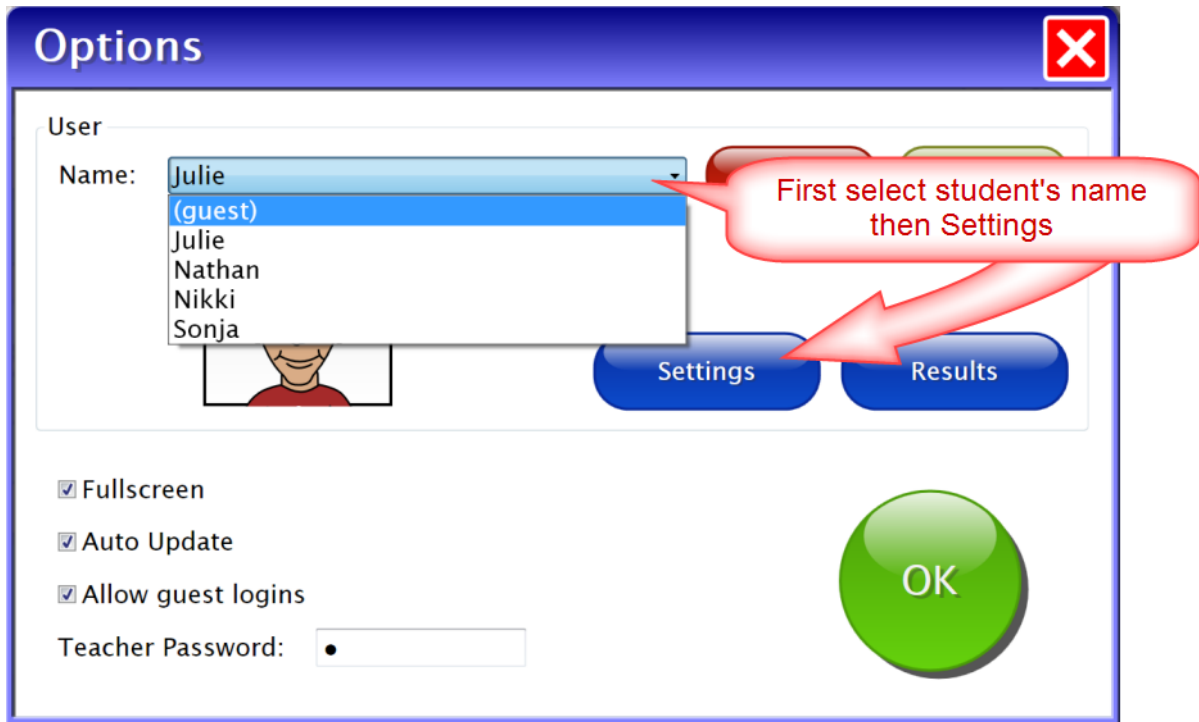
The first question to create an avatar is the student's gender. Next select one of the eight models that resembles the student. This avatar can be assigned as is by selecting Finish or select Edit to modify the avatar's appearance.



Use the tabs on My Avatar page to view adjustable characteristics. Adjustable characteristics include hair style, hair color, head shape, skin tone, eye shape, eye glasses, eye color, nose shape, mouth shape, eyebrows, and clothes color. When the student's avatar is complete, select the OK button. (Avatar characteristics can be modified any time through File --> Options --> student's name - Settings --> System --> Edit Avatar.)

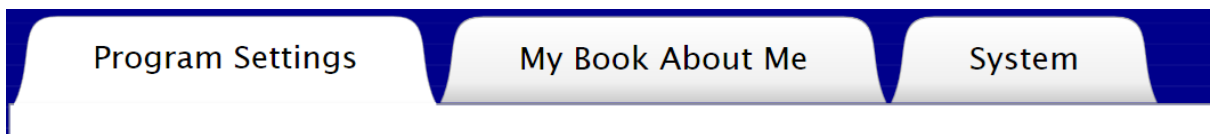
Once a student avatar is completed the program returns to the general Options screen. Individual student settings can now be made by selecting the Settings button, add other student names, or exit Options by pressing the OK button.

## Student Settings

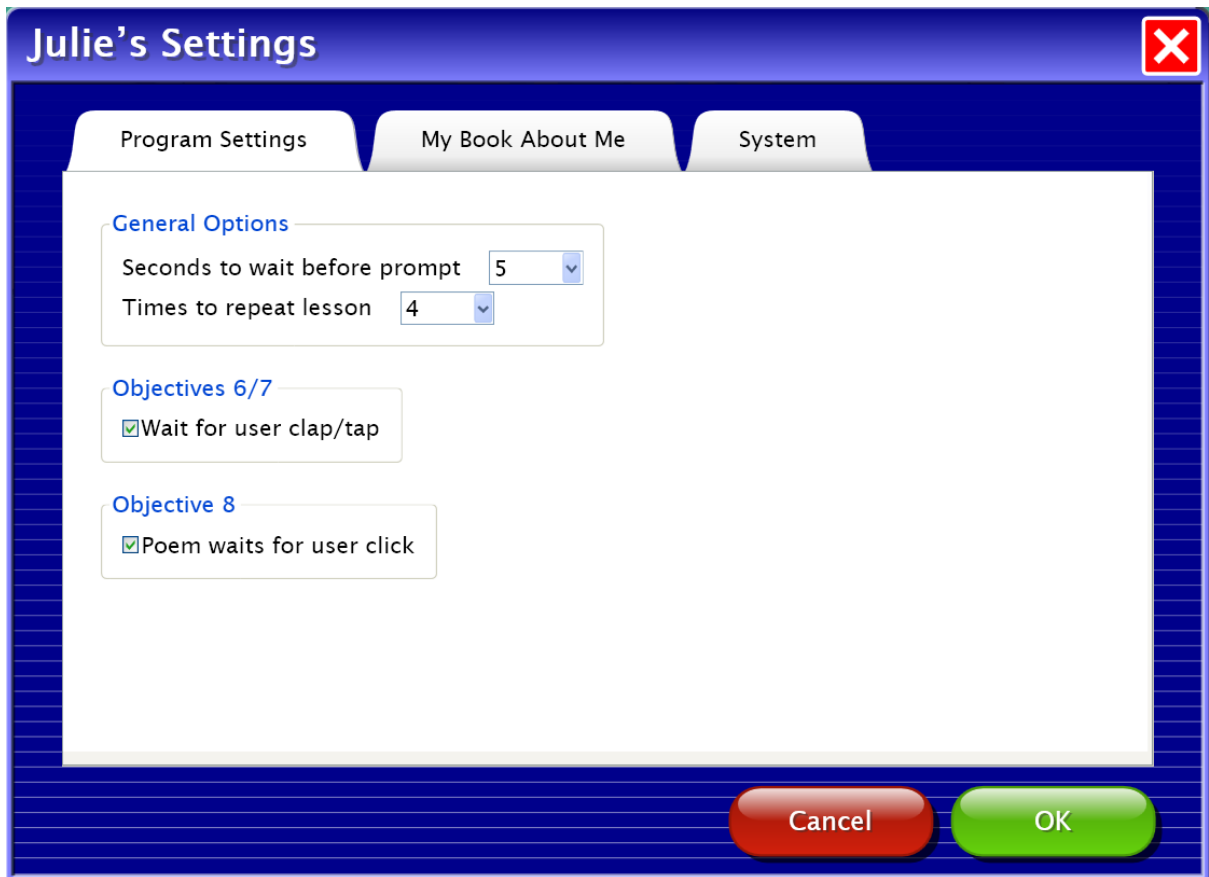


To edit individual student settings, select the student's name from the drop down Name list on the General Options screen. Then press the Settings button.

Three tabs categorize available settings; they are Program Settings, My Book About Me, and System.



**Three categories of adjustable settings**



### **Program Settings tab**

Seconds to wait before prompt - drop down selections. The program default is 5 seconds wait before the prompt is given.

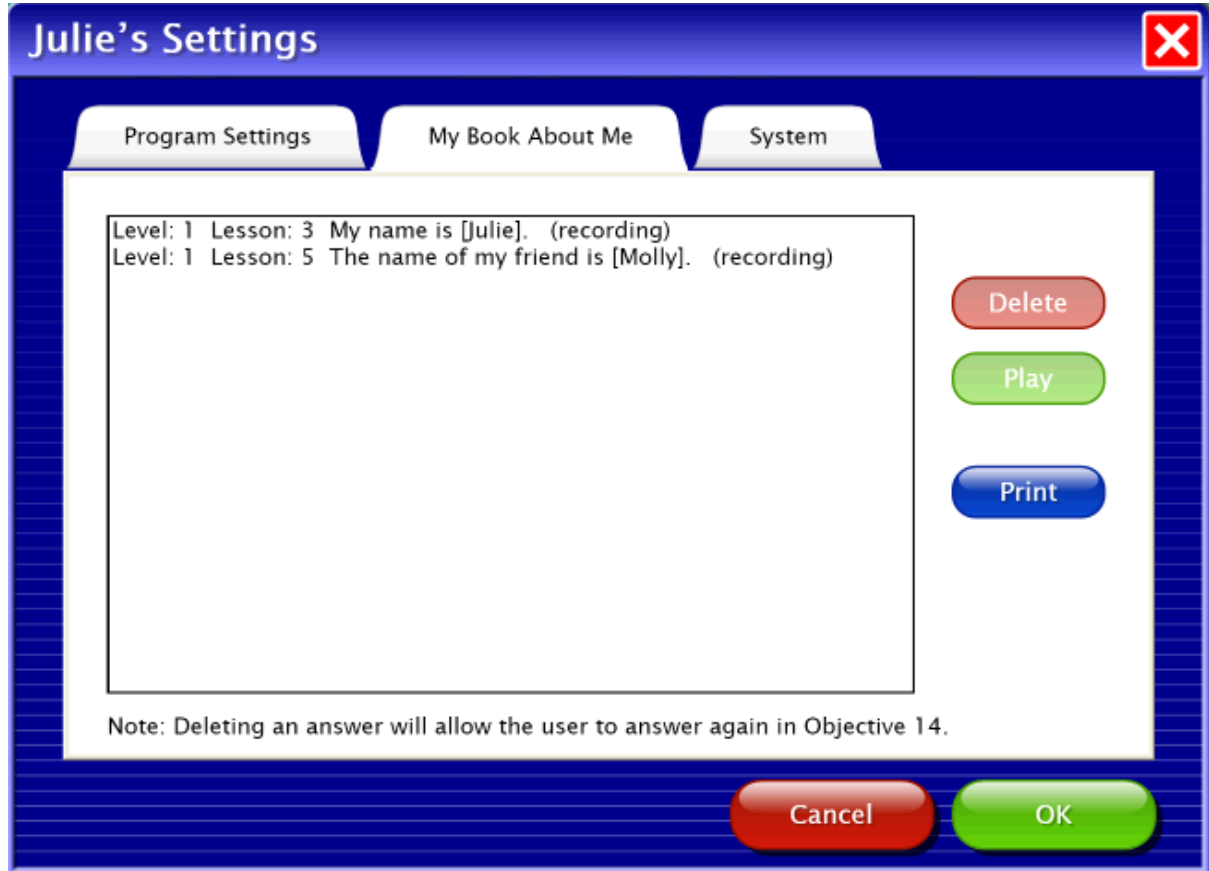
Times to repeat lesson - drop down selections. Repeating lessons has proven effective and strongly suggested for use in the software.

#### **Objectives 6 and 7 Chunking Words - Clap out Syllables and Tapping Out Sounds**

Wait for user clap/tap checkbox. Checked, the program will wait for student to respond for each syllable or sound. Unchecked, the program pauses slightly to give opportunity to respond, but will proceed regardless of student input.

#### **Objective 8 Learning Letter Sounds Game - Poem**

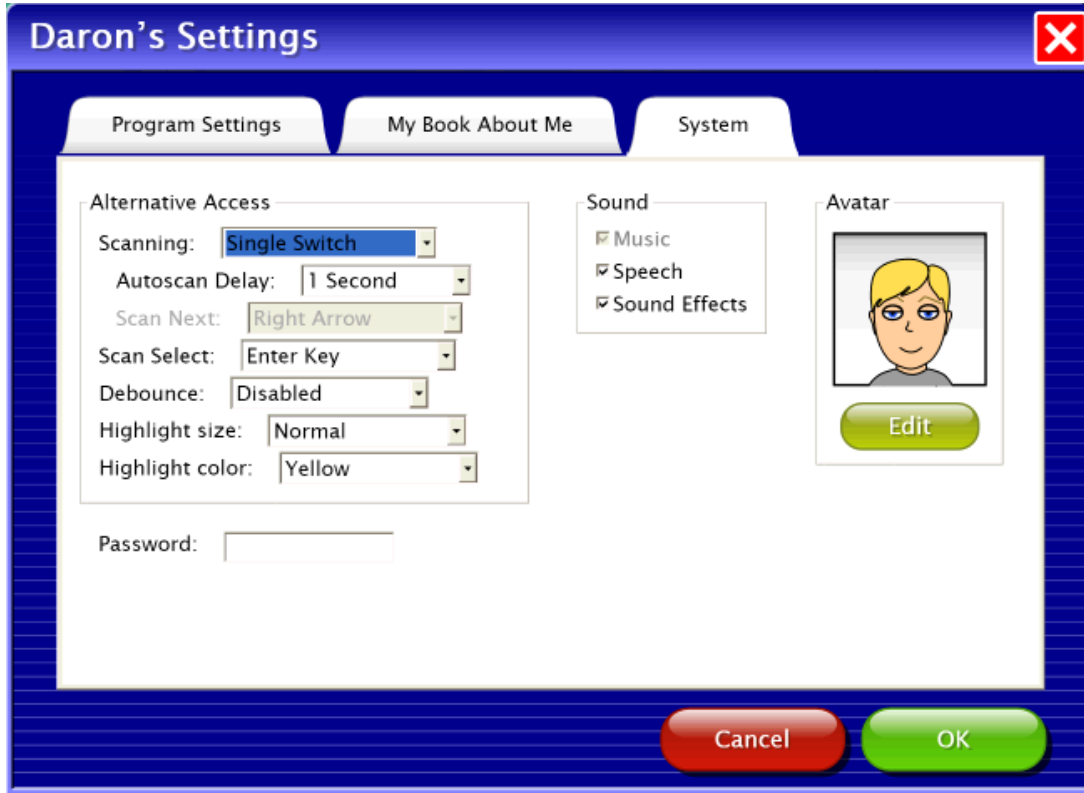
Poem waits for user click checkbox. Checked, the program will wait for student to click on the letter/sound every time it's read. Unchecked, the program continues reading the poem regardless of student input.



### **My Book About Me tab**

Pages this student has completed in their **My Book About Me** book (Objective 14) are listed. You can Delete and Play individual completed pages. When a page is deleted, the page will be given to record again the next time this student is in My Book About Me (Objective 14.)

The Print button allow students' books to be printed. Printing student books provides opportunity to further students' experience with literature and reading.



### System tab

Scanning is built into ELSB and is an alternative option to accessing the program.

Scanning choices are Disabled, Single Switch, and Double switch. Disabled is the default and scan access is turned off. Single Switch has autoscan movement and pressing the properly attached switch selects the button highlighted. Double Switch is for step scanning with the student controlling how quickly the highlight moves. One switch to move and one switch to select. Autoscan Delay is the amount of time the scan highlight stays on a selectable button in single switch scanning.

Scan Next is the keystroke, when Double Switch is turned on, that the second switch will be assigned when plugged into the switch interface.

Scan Select is the keystroke a single switch (or the "move" switch when two switches are used) will be assigned when plugged into the switch interface.

Debounce is the amount of time the program will ignore repeat switch hits. Highlight size and color are adjustable.

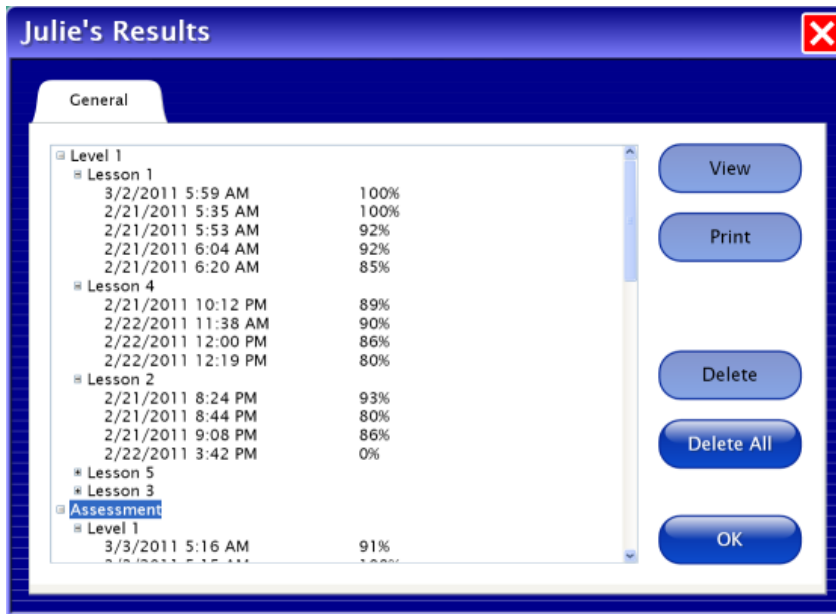
Password may be left blank or a password may be inserted. This password is assigned to the student and would be required to enter every time they log in. Sound allows you to turn off Speech and Sound Effects (also available on the title screen menu bar.)

Edit allows you to modify the avatar for this student.

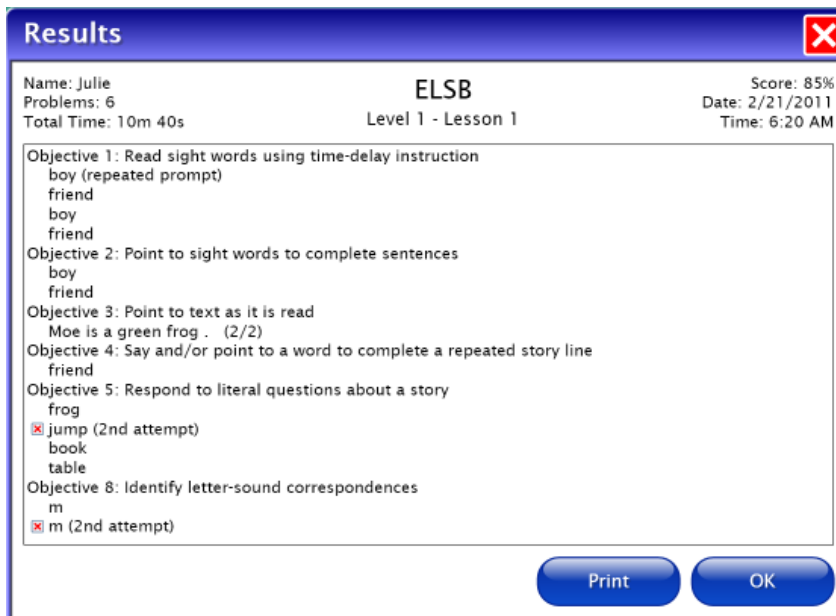
Press OK to return to the main options screen.

## Student Results

To view or print students' activity in ELSB, select the student's name from the drop down Name list on the General Options screen. Then press the Results button. Detailed results are stored for students' daily activity and level ending Assessments. To view details of a session, select the date, then click View.



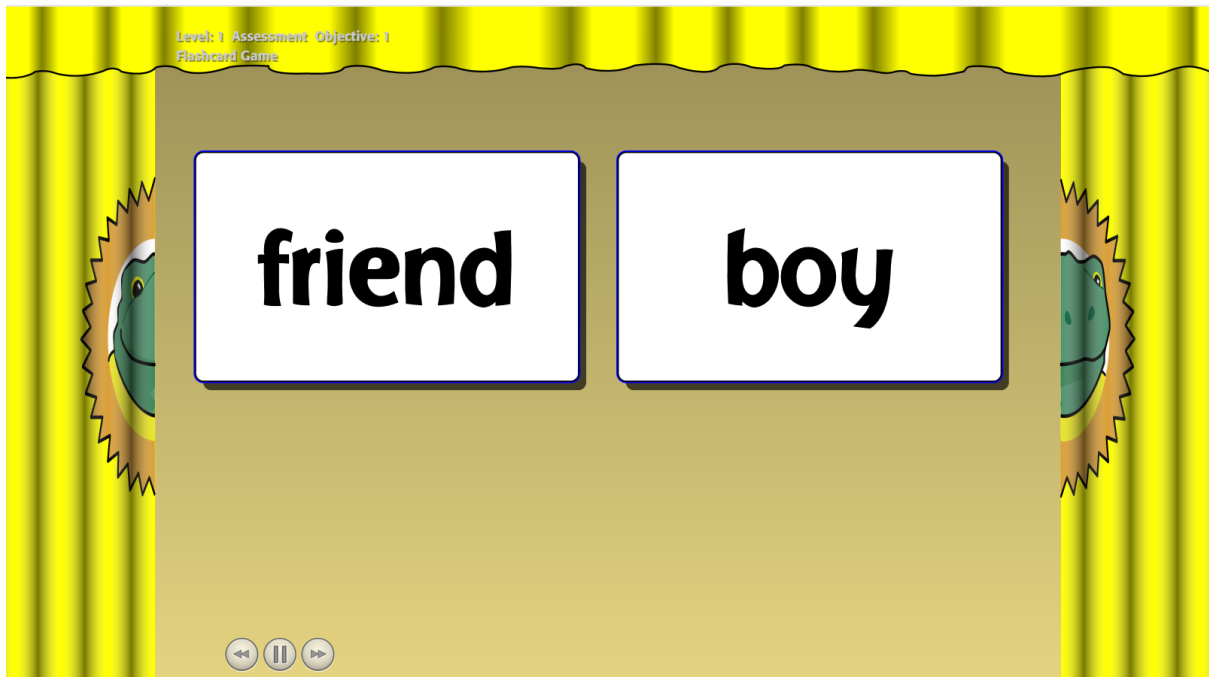
Daily work is organized by Level then Lesson



Details of one Lesson completed



## Assessments

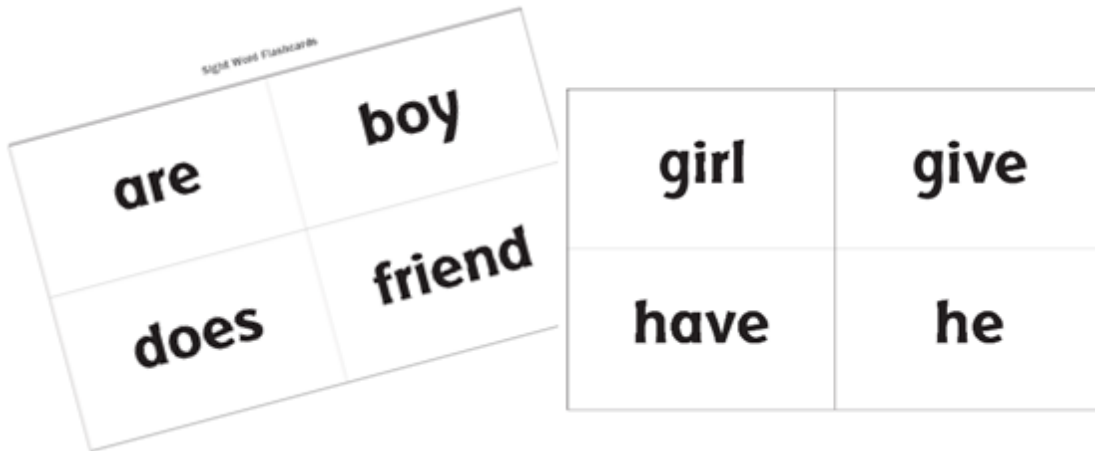


### Level One Assessment

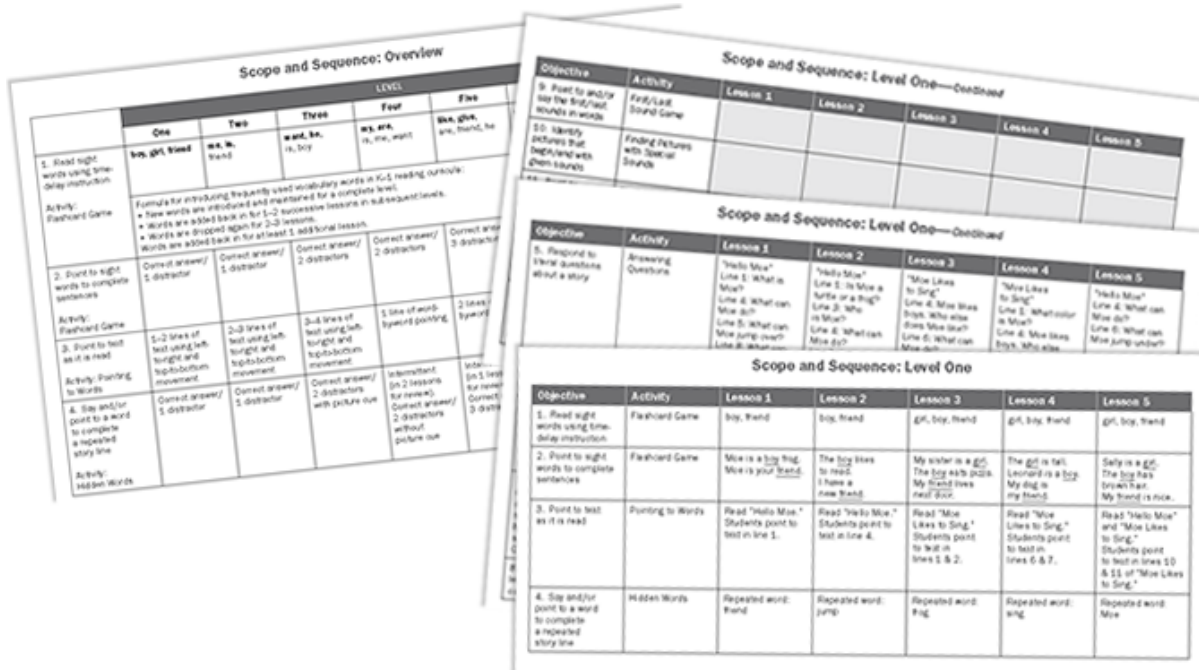
Assessments are assigned at the end of each level. They systematically test the students on concepts and materials learned throughout work in the level. Since ELSB curriculum is based on repeating lessons and there are five lessons per level, students might work for multiple months on a level before taking the Assessment. Once the student has completed Lesson 5 of a level, administer the Assessment to the student individually to determine if the student is ready to progress to the next level. Determine a mastery level for each student individually; a minimum of 75% mastery may be adequate for some students, but a goal of 90% might be the target for other students. If a student does not obtain the mastery level determined for him or her, repeat the lessons in the level and re-administer the Assessment. For students who seem to be stuck on a level due to lack of mastery of a particular skill (e.g., not reaching mastery on two attempts), consider several alternatives. First, you might repeat the level, but increase the number of times this student repeats each lesson (menu bar --> File --> Options --> student's name - Settings.) Or repeat selected objectives for which the student had difficulty, then readminister assessment. Or, proceed to the next level; skills will be spiraled back in and repeated at the next level.

During Assessments the answer given is recorded and instantly gives the next question. Student avatars are not used in Assessments.

## Additional Resources

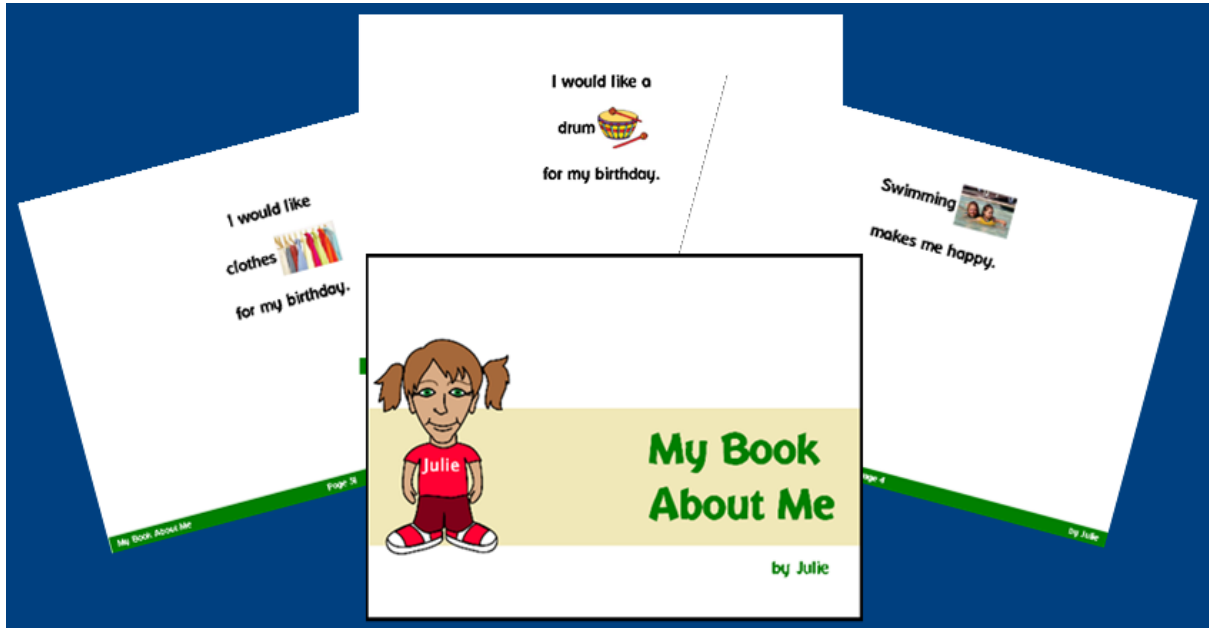


• **Flashcards** of sight words used through out ELSB are available. Also given are images that can be used to create support materials such as overlays for communication devices. These files are copied into the program folder during installation. Easy access to these files and ELSB Software manual (PDF) are located: Windows All Programs --> Attainment Company --> Documentation --> ELSB Software; Mac Applications --> Attainment --> ELSB Software. They are also available on the DVD.



• **ELSB Scope and Sequence** PDFs are copied into the program folder during installation. Easy access to these files and ELSB Software manual (PDF) are

located: Windows All Programs --> Attainment Company --> Documentation --> ELSB Software; Mac Applications --> Attainment --> ELSB Software. They are also available on the DVD.



- The **My Book About Me** book that students create in their lessons, is available to print.

Go to menu bar --> File --> Options --> student's name - Settings --> My Book About Me

## ELSB Foundation/Research

Early Literacy Skills Builder (ELSB) is a scientifically based early literacy intervention curriculum for students with significant developmental disabilities. The curriculum was developed, implemented, and evaluated by Project RAISE at the University of North Carolina at Charlotte. This five year research project was supported through a grant from the U.S. Department of Education, National Center for Special Education Research.

Research-based instructional priorities in emergent literacy summarized by the National Center to Improve the Tools of Educators (Gunn, Simmons, & Kamé enui, 1995) were utilized by Project RAISE to determine specific skills to be included in ELSB. Supported by scientifically based reading research, ELSB components include experiences with phonemic awareness, the alphabetic principle, vocabulary and reading comprehension, and vocabulary development. The theoretical model for ELSB included the use of principles of applied behavior analysis like direct instruction (Rosenshine & Stevens, 1986) and systematic instruction (Wolery, Bailey, & Sugai, 1988).

ELSB was first published as a print curriculum, and now a software version is introduced. For documentation of the multi-year research, videos of the print curriculum being implemented, or videos of teacher and parent interviews visit [www.mindresource.com](http://www.mindresource.com).

The implementation of the research included approximately 60 minutes of daily instruction in ELSB lessons. Students also participated in shared stories literacy instruction (Building with Stories.) Shared stories uses books typical of the students' grade level to practice additional listening comprehension, learn conventions of print (such as title and author), and provide a socially inclusive learning environment.

### References

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- Browder, D., Gibbs, S., Ahlgrim-Delzell, L., Courtade, G., & Lee, A. (2007). *Early literacy skills builder*. Verona, WI: Attainment Company.
- Gunn, B., Simmons, D., & Kamé enui, E. (1995). *Emergent literacy: Synthesis of the research* (Tech. Rep. No. 19) Eugene, OR: The National Center to Improve the Tools of Educators, University of Oregon.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for*

*reading instruction*. (NIH Publication No, 00-4754). Washington, DC: U.S. Department of Health and Human Services.

Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3<sup>rd</sup> ed.; pp. 376-391). New York: Macmillan.

Wolery, M., Bailey, D., & Sugai, G. (1988). *Effective teaching: Principles and procedures of applied behavior analysis with exceptional students*. Boston: Allyn and Bacon.

Zakas, T., & Schreiber, L. (2010). *Building with stories: Adapted books for early literacy*. Verona, WI: Attainment Company.

## System Requirements

### **Windows - System Requirements**

Windows XP SP3 or higher

Minimum of 512MB RAM

Microsoft .Net 3.5 SP1

NOTE: During installation from the Autoplay menu, if .Net v3.5 is not detected, you will be prompted to install it. .Net 3.5 SP1 is included on the CD.

### **Mac - System Requirements**

Intel processor

OS 10.5 or higher

Minimum of 512MB RAM

Microsoft Silverlight

NOTE: During installation, if Silverlight is not detected you will be prompted to install it. The Silverlight installer is included within the program. Once Silverlight is installed the program will start.

An attached and functioning microphone is occasionally requested.

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