



Multisensory Awareness Program
Sound Symbol Tactile
Training Program

Angela Renea Sageser, M.S. CCC-SLP
renea@kidtherapy.org
Kidtherapy.org
Maps2learn.org

MAPS 2 LEARN™ COPYRIGHT 2014, A. SAGESER, ALL RIGHTS RESERVED

Learning Objectives-Part 1

- Demonstrate an understanding of phonics vs phonemic awareness
- Demonstrate an understanding of the process of fade out program
- Develop an understanding of recent research findings in the area of kinesthetic cues with learning sounds and carryover of the skills.
- Teach letter sound associations using imagery, hand cues, and kinesthetic cueing techniques, and fade out process.

What is MAPs 2 Learn™?



MAPs 2 Learn™ how to speak...

MAPs 2 Learn™ how to read...

MAPs 2 Learn™ how to write...

Why does this program work?

Multi-Sensory Awareness Phonemic Approach

Kinesthetic

Auditory

Tactile

Visual

The screenshot shows the CareerCruising website interface for a user named Amanda. The top navigation bar includes 'Español', 'Help', 'My Account', and a search bar. The user's profile shows 'My ILP' progress at 0%. The main content area displays 'You are a Tactile Learner!' with a 'Delete Results' button. Below this, a section titled 'Your Learning Styles' features a pie chart and a table:

Learning Style	Percentage
Visual Learning	10 %
Auditory Learning	20 %
Tactile Learning	70 %

A 'Tactile Learning' section follows, explaining that tactile learners learn best from hands-on experience and providing a list of tips:

- Rewrite your notes or type them on the computer
- Think through a problem while doing something physical like exercise
- Make diagrams, notes, and flash cards as a way of being physical with the information
- Actively work the information you are learning by making models or doing demonstrations and practice assignments
- Use role playing to practice skills or act out what you are learning
- Take short breaks for physical activity when studying

The sidebar on the left contains various navigation options like 'My Assessments', 'My Careers', and 'My Education'. The KHEAA logo is visible at the bottom of the sidebar.

All children can learn from MAPs 2 Learn™, including those who show signs of:

- ▶ Apraxia
- ▶ Autism
- ▶ Dyslexia
- ▶ Speech Language Delay
- ▶ Articulation needs
- ▶ Neurological Disorders
- ▶ Auditory Processing issues
- ▶ Down Syndrome
- ▶ Normal Developing Children

Level 1-2-3-4

Apple is for a-a-a...

system?

Phonological Awareness

- ▶ Phonemic awareness is the understanding or insight that a word is made up of a series of discrete sounds (phonemes). This awareness includes the ability to pick out and manipulate sounds in spoken words.
- ▶ Phonological awareness is an “umbrella” term that includes phonemic awareness, or a awareness of words at the phoneme (sound) level. It also includes an awareness of word units larger than the phoneme. Therefore, phonological awareness includes:
 - words within sentences;
 - rhyming units within words;
 - beginning and ending sounds within words;
 - syllables within words;
 - phonemes, or sounds, within words (phonemic awareness); and
 - features of individual phonemes such as how the mouth, tongue, vocal cords, and teeth are used to produce the sound.- Literacyconnect.org

Phonological Awareness-CONT

- ▶ Phonological awareness is not the same thing as phonics. Phonological awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Therefore, phonics deals with learning sound-spelling relationships and is associated with print. Most phonological awareness tasks, by contrast, are purely oral. -Literacyconnect.org

Why they work

- ▶ Multi sensory
 - ▶ Touch Cues/ touching muscles & crossing midline
 - ▶ Why is this important?
- ▶ Developmentally appropriate - can scaffold to all levels
- ▶ Can differentiate for each child
- ▶ Addresses all learning styles

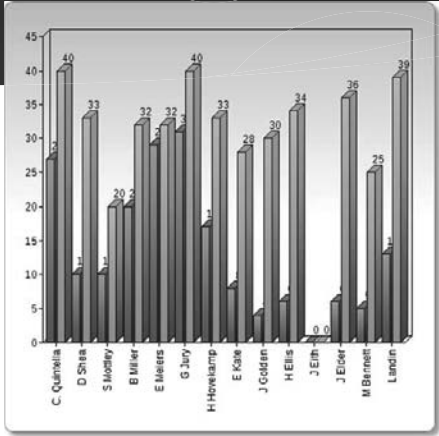
Example Data Sheet

Client Name	Tactile- (t) Verbal Sound(s) = (+, +/-, -)					Week
Teacher/Therapist Initials						
Date Collected Data						
Level of Data	1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4	Comments
Example: /t/	1, 0/+, -)	1, 0/+, 6/+, 10/6/+,		20/+, 6/+,	20/+, 6/+,	Can do sound and touch cue w/
/t/ knot apple						
/t/ top of shirt						
/t/ ball						
/t/ hand-cookie						
/t/ soft scent						
/t/ dog						
/t/ short bag						
/t/ long apple						
/t/ flower						
/t/ pen						
/t/ gem						
/t/ house						
/t/ short ladder						
/t/ long ice						
/t/ face						
/t/ knee						
/t/ hat						
/t/ monkey						
/t/ nest						
/t/ short acrobat						
/t/ long-boat						
/t/ Popicle						
/t/ Pinone						
/t/ Sudan						
/t/ road						
/t/ car						
/t/ hammer						
/t/ air						
/t/ ear						
/t/ iron						
/t/ spin						
/t/ snake						
/t/ tree						
/t/ short- umbrella						
/t/ long- unicorn						
/t/ water						
/t/ air						
/t/ snow						
/t/ ruler						
/t/ chair						
/t/ shield						
/t/ bridge						
/t/ wood- hammer						
/t/ vis- glass- thumb						

MAPS 2 Learn TM

Kindergarten/ 1st Grade Progress

Kindergarten/1st Grade											
Patient Name	Sessions (Days)	Weeks	Level	Correct	Total	%	Level	Correct	Total	%	Comments
C. Quintella	13	8	1	27	43	63%	3	40	43	93%	minimum
D. Shea	11	8	1	10	43	23%	2	33	43	77%	unable
S. Mottley	8	5	1	10	43	23%	2	20	43	47%	23%
B. Miller	7	4	1	20	40	50%	3	32	43	74%	24%
E. Meiers	7	4	1	29	43	67%	2	32	43	74%	7%
G. Jury	6	4	2	31	43	72%	3	40	43	93%	ended CVC ca/bat
H. Howkamp	8	5	1	17	43	40%	2	33	43	77%	37%
E. Kate	8	4	1	8	43	19%	2	28	43	65%	47%
J. Golden	23	8	1	4	43	9%	2	30	43	70%	60%
H. Ellis	16	8	1	6	43	14%	2	34	43	79%	65%
J. Eth	2			0		0%		0		0%	not enough data
J. Elder	15	4	1	6	43	14%	3	36	43	84%	70%
M. Bennett	30	8	1	5	43	12%	3	25	43	58%	47%
Landin	16	7	1	13	43	30%	2	39	43	91%	60%



MAPS 2 Learn TM

<p>Level 1= Receptively/Expressively understands just the picture</p>		<p>Level 1- The objective at this level is for the child to understand receptively the items. The child could show understanding in a variety of ways. Example 1 : The child could point to correct picture when show two different cards Example 2- The child could verbally name the card that is being shown. (If the child is having difficulty at this level another suggested activity would be to have the child match a 3D item to the 2D picture.) Example: Child would take a play ball and match to the picture /ball/</p>
<p>Level 2- Whole picture and letter</p>		<p>Level 2- The objective at this level is for the child to see the object within the letter. Trainer will continue using touch cues at this level with visual cues. You can start with simple sounds the child can say. You do not have to start with A and go to Z. Example- Child knows sounds /b, e, d, h, p, o/ because these are the sounds the child can say then you start where the child is at and make it easy for them. (Refer to data sheet and track) Once child knows at least 2 vowels and 3 consonants you can start working on CV (Consonant Vowel Placement) Example- If the child is nonverbal you can still use touch cues with the child to work with understanding of phonemes. They can show you they understand the sounds by using touch cues or pointing to correct sounds when presented by trainer.</p>
<p>Level 3- First fade out and letter</p>		<p>Level 3- The objective at this level is for the child to only need a little of the object as a visual cue. (They still may need a visual/touch cue but the fading of the visual cue will occur at this level.) When moving to level 3 they may only move 1 or 2 sounds over at a time vs moving all sounds from level 2 to level 3. Example- The child is ready to decrease visual cues for /h, a, o/ but is still not consistent on other sounds. If this is the case then pull Level 3 cards for the sounds and place with the other level 2 cards when practicing.</p>
<p>Level 4- Total Fade out and just letter</p>		<p>Level 4- The objective at this level is for the child to see the letter and be able to say the sound with only touch cue if needed. However, it is ok at this level to have mixed sounds with other levels. Example- The child knows all sounds except b-d and they still are getting confused with these sounds and visuals are still needed with them at level 2 or 3</p>

- Touch Cues can be faded in and out as needed for the child. All Cards will have the same back photos and same rhyme.

Sounds and Touch Cues (a-g)

Short /a/apple



A, a, apple
 Red and sweet,
 A, a, apple
 Good to eat.



TOUCH CUE - Make ESL sign for apple.

Long /a/acorn



A, a, acorn
 Small and brown,
 A, a, acorn
 On the ground.



TOUCH CUE - Touch right corner/left corner/right corner of mouth.

Sounds and touch cues (h-q)

Examples

/h/ house



H, h, house
Cozy and warm,
H, h, house
Safe from the storm!



TOUCH CUE - Put hand in front of mouth and blow /h/ sound.

/m/ monkey



M, m, monkey
Chewing gum,
M, m, monkey
Um, um, um!



TOUCH CUE - Rub your belly and make /m/ sound.

Sounds and touch cues (r-z)

Examples

/r/ road



R, r, road
Cars all around,
R, r, road
I hear the sound. "RRRR."



TOUCH CUE - Use hand to act like it is a moving car, then put on breaks using hand to curl and stop.

/z/ zipper



Z, z, zipper
Zip zap, zop,
Z, z, zipper
Zip it to the top!



TOUCH CUE - Make the up and down motions of zipping a zipper.



MAPs 2 Learn™

Part 2

Learning Objectives- Part 2

- ▶ Demonstrate an understanding of the process of normal phonemic and sound development based on age appropriateness and hierarchy of how sounds are learned and what is appropriate based on phonemic development.
- ▶ Perform sound blending, segmentation, and manipulation activities for the development of phonemic awareness while decreasing ICD/FCD
- ▶ Use single word decoding (reading) and encoding (spelling) using a variety of explicit language-based methods, at the CV, VC, and CVC level- This is NOT a reading ONLY program.
- ▶ Use specific strategies to develop single word decoding by simultaneously training rapid naming, kinesthetic awareness, and phonemic awareness involving letter sounds.

Basic Review

- ▶ Review from Part 1
- ▶ Kahoot.it



MAPs 2 Learn TM

Section 1

Sound Level

/p,m,b,n,w,h, t, d/ & Short vowels

CV- Examples (pa, da, do, to)

CVC-Examples (pat, hat, bed, but)

MAPs 2 Learn TM

Section 2

Sound Level- adding on with Section 1
/k, g, f, y, s, l, r, z/

Section 3

Sound Level- adding on to 1 & 2
/ sh, ch, v, dj, th, long vowels with extra r letters/

Practice VC, CV, and CVC

- ▶ Practical ideas to use with cards or other strategies to use with your clients.

Questions