

## Tip Sheet

### Stages of Learning: the Oelwein Approach

#### 1) Acquisition — The Foundation of the Methodology

**Level 1: Matching.** Matching is the simplest response. The student matches the word on a flashcard to a matching picture of that same word on a picture card.

- Using the word grid and flashcards, tell the child what each word is and ask him to put \_\_\_\_\_ (flashcard) on top of \_\_\_\_\_ (corresponding picture card). Tell him that he is matching.
- Ask the student to match each word.
- Repeat the entire process two more times.

**Level 2: Selecting.** The student selects the correct word flashcard on verbal and/or signed cue.

- Lay the four flashcards on the desk in random order.
- Ask the student to pick up a certain word and give it to you (gesture to the palm of your hand).
- If the child has difficulty, guide his hand to find it.
- Tell the student to close his eyes while you mix up the cards and repeat the selection process two more times (3 times total).

**Level 3: Naming.** Naming (saying or signing the word) in response to the written word, is the most complex response.

- If a verbal student is confident and ready, show him the word flashcard and ask him to name word on the card.
- If the student is non-verbal, teach hand signs for vocabulary words.
- Some students with ASD prefer to select the flashcards as it given them autonomy over the process and can help reduce retrieval anxiety. For these students, put the flashcards on the table and ask them to give the cards to you, naming them in whatever order they wish.

**IMPORTANT:** For students who are non-verbal, selecting the correct word at your request indicates recognition of the word. Placing the flashcard on the correct picture indicates an understanding of what the word means. To test for comprehension, ask students to match words to pictures or objects.

**2) Fluency:** The student has learned to read the word, but now needs practice and regular review to become fluent. Practice by playing matching and naming games, such as lotto and bingo. Record the student's words and chart the rate of recognition.

**3) Transfer:** The student is able to read words represented in different fonts, on different colors of paper and with different size letters.

**4) Generalization:** The student has learned to read the word in any print form or medium.

#### Vocabulary Development

- Add new words to the student's sight vocabulary on an ongoing basis.
- Maintain the student's interest and enthusiasm through the use of personal and meaningful vocabulary.
- Record the student's words in a personal dictionary.

#### Sentence Construction:

- Each literacy period should have a sentence building component.
- Initially, sentences can be constructed with flashcards.
- The student will work towards using a keyboard to input sentences into a word processing program or printing them in a notebook (if printing is a viable or realistic option).