

**Best Practice Center**  
**Teaching Students with Disabilities to Read and Write**

<b>Region</b>	Central
<b>Schools</b>	Alamance-Burlington School System
<b>Coordinator and Central Office</b>	Merideth E. Miller, Program Specialist for Exceptional Children 1712 Vaughn Road, Burlington, NC 27217 Phone – 336.570.6090 ext. 213, Fax – 336.570.0811 Email: Merideth_miller@abss.k12.nc.us
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<b>Instructional Location(s)</b>	<i>Altamahaw-Ossipee Elementary School</i> 2832 N. NC 87 Elon, NC 27244  <i>Audrey Garrett Elementary</i> 3224 Old Hillsborough Road Mebane, NC 27302  <i>Highland Elementary</i> 3720 Bonnar Bridge Parkway Burlington, NC 27215  <i>R. Homer Andrews Elementary</i> 2630 Buckingham Road Burlington, NC 27217  <i>South Mebane Elementary School</i> 600 South Third Street Mebane, NC 27302

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*Sylvan Elementary*  
7718 Sylvan Road  
Snow Camp, NC 27349

#### **Purpose and Goals**

The goal of Alamance Burlington School System State Improvement Project II in Reading is to improve the reading performance of identified exceptional students by enhancing the knowledge of professionals on research-validated materials, teaching techniques and strategies in the area of literacy instruction.

The purpose for involving the NC SIP II grant in this process is to assure that general education and special education teachers working with students having persistent reading and/or writing difficulties have access to, support of, and training in research based strategies, methods and procedures. By increasing the academic performance of these students, Alamance-Burlington School System would not only like to see improvement in the performance of identified students, but also increase student participation in the classroom by decreasing discipline issues and decreasing the dropout rates of students with disabilities. As a result of receiving sound instruction in reading and writing, parents, teachers and administrators will become more satisfied with the performance of these target groups.

#### **Description Of Students**

Students with disabilities served in all ranges of the continuum of services including regular, resource and/or separate setting. Students served will include students served in the Program for Exceptional Children. Areas of eligibility include, but are not limited to: Learning Disability, Other Health Impaired, Autism, Behavior and Emotional Disability, or Intellectual Disability.

#### **Description of**

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**Instructional Model**     ***Foundations*** – Foundations is a K-3 phonological/phonemic awareness, phonics and spelling program based upon the Wilson Reading System® principles. Foundations serves as a prevention program to help improve reading and spelling skills in students.

Foundations is designed to provide research-validated strategies to use in conjunction with installed core reading and spelling programs chosen to meet federal standards.

Foundations allows teachers to incorporate a 30-minute Foundations lesson into their daily language arts classroom instruction. Foundations lessons follow systematic and sequenced skills that include: print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. If students are need further targeted instruction, Foundations provides targeted small group intervention lessons. These targeted lessons are available for students in the lowest 30th percentile or their class or grade.

***Wilson*** - The Wilson Reading System is a research-based reading and writing program. Wilson is designed to serve as a complete curriculum for teaching students how to decode (read) and encode (spell) by systematically teaching the structure of words in the English language. Information is presented in an organized, sequential and cumulative manner in order to assure students are able to manage the amount of information presented as well as assure mastery of skills taught.

The basic purpose of the Wilson Reading System is to teach students how to fluently decode and encode. In addition to presentation of information in controlled text, Wilson Reading System also provides instruction on sight word reading, fluency, vocabulary development, oral expressive language and comprehension of text.

In order to ensure interaction between teacher and student, the Wilson Reading System utilizes activities which increase the

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amount of interaction between the teacher and student through direct and multisensory practice of those skills. Wilson Reading System utilizes a ten-part lesson plan allowing the progression from easier to more challenging tasks for decoding and then spelling.

*Altamahaw-Ossipee Elementary* – Stephanie Lee, Sheri Troxler  
Sandy Gray, Danita Lackey

*Audrey Garrett Elementary* – Becky Bouldin

*Highland Elementary* – Carolyn Sirera

### **Designated Teachers**

*R. Homer Andrews Elementary* – Amanda Ingle

*South Mebane Elementary* – MaryEllen Gollnick

*Sylvan Elementary* - Sara Kessler