







Teddy Does His Homework!

The research base for the development of Teddy Talker® materials

TEDDY TALKER® CONSTRUCT	RESEARCH SUMMARY AND SOURCES	CORRESPONDING MATERIALS IN THE TEDDY TALKER® SYSTEM
<p>Learn in a unique, multisensory way</p> 	<p>Use visual, auditory, tactile, kinesthetic modalities.</p> <p>Learning is more easily integrated in working memory when material is physically conjoined through both visual and auditory modalities.</p> <p><i>Birch, Judith R. (2006)</i> <i>CAST website</i> <i>Coleman et al (2013)</i> <i>Farrell, M.L. and Sherman, G.F. (2011)</i> <i>Moats, L.C. and Farrell M.L. (2005)</i></p>	<p>All Teddy Talker® materials integrate auditory and visual information.</p> <p><i>The Foundation Kit, Teach Together Toolkit, Puppet Tongue Trio, Build and Say and Phoneme Friends</i> integrate the tactile and kinesthetic approach in learning sounds and their features within syllables.</p>
<p>Learn through construction</p> 	<p>Children learn from the concrete (e.g., manipulatives) to construct understandings</p> <p>The importance of construction and reconstruction knowledge and ideas by learner</p> <p><i>Hattie, John A. C. (2009)</i> <i>National Association for the Education of Young Children (2009)</i></p>	<p>Manipulatives to build sounds in the <i>Foundation Kit</i> (manipulatives for articulators, lips, tongue and letters) and connections to felt letters; <i>Teach Together Toolkit</i> (Manipulatives for articulators, lips and tongue by writing and tracing sounds) <i>Puppet Tongue Trio</i> (manipulatives for tongue)</p>
<p>Increase retention of information by “teaching” Teddy about sounds and letters</p> 	<p>The Protégé Effect: the act of teaching someone else can motivate individual learners to take more ownership over their learning and to put forth greater effort to learn.</p> <p><i>Chase, C. C. et al (2009)</i></p>	<p>“Teach” Teddy about his sounds through the:</p> <p><i>Foundation Kit</i> <i>Teach Together Toolkit</i> <i>Build and Say</i></p> <p>Teach others/teach with others to make sounds through the: <i>B.E.A.R.R. Track Game</i> (Teach Together card)</p>

<p>Increase engagement to help children hear, identify and manipulate sounds in language.</p> 	<p>Children are able to learn about sounds through engaging lessons and activities.</p> <p>Engagement develops attention, persistence, flexibility, situational interest.</p> <p><i>Culatta, B, Hall-Kenyon, K.M.. and Black, S. (2013)</i> <i>Hyson, M. (2008)</i> <i>Verhoeven, L. & Snow, C.E. (2001)</i></p>	<p>All Teddy Talker® materials</p>
<p>Improve sound knowledge by connecting sounds to letter names</p> 	<p>Children's ability to produce letter sounds <i>increases</i> dramatically when they know letter names.</p> <p><i>Kim et al (2010)</i> <i>Piasta and Wagner (2009, 2010)</i> <i>Share (2004)</i></p>	<p>All Teddy Talker® materials</p>
<p>Build later literacy through early connections to sounds and print</p> <p>Develop phoneme identity</p>  <p>Ww voice on</p> <p>Teddy Talker™ Mouth Position Cards with Reinforcement Rhymes</p> <p>Ww /w/ "w"</p> <p>Baby Bear's tummy rumbles, It's time to eat, that's why! He rounds his lips and moves his tongue To make a little cry W-w-w</p> <p>voice on</p> <p><small>Copyright 2012 Linda G. Siciliano - All Rights Reserved</small></p>	<p>Compelling evidence has shown that young children's <i>alphabet knowledge</i> and <i>phonological awareness</i> are significant predictors of their later proficiency in reading and writing</p> <p>Develop associations between how groups of letters and speech "chunks" look, sound, and feel in the mouth for phoneme identity</p> <p><i>ASHA Position Paper (2001)</i> <i>Common Core State Standards (2012)</i></p> <p><i>Justice, L. (2008)</i> <i>National Early Literacy Panel (2008)</i></p>	<p>All Teddy Talker® materials for alphabet knowledge and phonological awareness: <i>Mouth Position Cards with Reinforcement Rhymes</i> (poems)</p> <p><i>Teach Together Toolkit</i> (example: "Rhyme and Say" Toolpages, "Touch and Say" Toolpages,</p> <p><i>Phoneme Friends</i> (multisensory manipulation of sound-letter sequences)</p> <p><i>Visual Alphabet Chart</i></p>

IMPLEMENTATION of the TEDDY TALKER® SYSTEM IN THE SCHOOL SETTING

Common Core State Standards



RESPONSE TO INTERVENTION (RTI)

American Speech Language Hearing Association's guidelines on the Common Core suggest SLPs:

- Help general education teachers implement Common Core State Standards with all students
- Help students who struggle with acquisition of Common Core State Standards across Response to Intervention (RTI) tiers. RTI involves intervention which increases in frequency and intensity at each tier.

SOME Common Core Standards met by Teddy Talker®:

- Recognize and name all upper- and lowercase letters of the alphabet.
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- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

The *Teach Together Toolkit* is designed for collaboration with teachers and families on these important skills.

The Teddy Talker® system supports intervention at all three levels of RTI.

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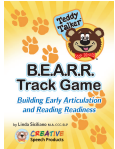
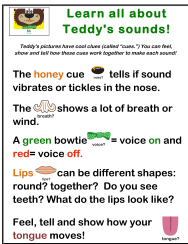
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IMPLEMENTATION of the TEDDY TALKER® SYSTEM for SPECIFIC POPULATIONS

<p>Dyslexia</p> 	<p>When taught by a multisensory approach, students have the advantage of learning alphabetic patterns and words with engagement of all learning modalities. Combine 2-3: speaking, moving, touching, reading and writing.</p> <p>International Dyslexia Association (2009)</p>	<p>All Teddy Talker® materials</p> <p>Integrate auditory and visual information.</p> <p><i>The Foundation Kit, Teach Together Toolkit, Puppet Tongue Trio, Build and Say and Phoneme Friends</i> integrate the tactile and kinesthetic approach in learning sounds and their features within syllables.</p>
<p>Children with Down Syndrome</p> 	<p>Research has shown a short-term memory deficit. Visual skills are stronger.</p> <p>Pair seeing the letter with hearing the sound. This strategy can make it easier for children with Down syndrome to identify and learn the sounds.</p> <p>Cumin, Libby (2008)</p>	<p>All Teddy Talker® materials</p>
<p>English Language Learners</p> 	<p>Use modeling, hands-on materials, visuals, demos, and gestures. Make abstract concepts concrete. Integrate all language skills: listening, speaking, reading, writing</p> <p>Echevarria, et al (2012)</p>	<p>All Teddy Talker® materials</p>
<p>Childhood Apraxia of Speech</p> 	<p>Work on:</p> <ul style="list-style-type: none"> • phoneme sequencing • Increasingly complex sequences • Repetitive practice • multisensory cues and feedback- auditory, tactile/kinesthetic, and cognitive cues <p>Fish, Margaret A. (2012)</p>	<p><i>The Foundation Kit, Puppet Tongue Trio and Teach Together Toolkit</i></p> <p>Incorporate tactile and kinesthetic cues.</p> <p><i>Mouth Position Cards with Reinforcement Rhymes</i> incorporate cognitive cues (to help the child know what the mouth should do.)</p> <p><i>Phoneme Friends</i> encourages sequencing and manipulation of Teddy images to produce variegated syllable shapes.</p>

REFERENCES FOR TEDDY TALKER® CONSTRUCTS

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