

The Slingerland Approach ®

Parent Information Fact Sheet

The Slingerland® Approach is a supportive instructional program that encourages academic competence, effective work habits and self-discipline. Students gain self-confidence and enthusiasm for learning as they experience success in school.

The Slingerland® Approach is a classroom adaptation of the Orton-Gillingham method. Since 1960, thousands of teachers throughout the United States, and in Canada, Australia, and the Philippines have received Slingerland training. This structured, sequential, simultaneous, multisensory teaching approach is designed to help dyslexic students and other struggling readers with speaking, reading, writing and spelling. The flexibility of the approach has also made it effective in general education classrooms as well.

The Slingerland Approach® offers instruction that is:

- Multi-sensory – visual, auditory, tactile, kinesthetic
- Explicit – concepts clearly and directly explained, no assumptions about ability to make inferences
- Structured
- Sequential – follows planned scope and sequence and progresses in manageable steps
- Systematic and Cumulative – skills are continually reviewed, practiced, extended, and once mastered, applied to more difficult text
- Alphabetic
- Language based
- Individualized

Early Identification is Critical

Academic self-image is shaped between the ages of 3 and 10...Children who take an early dislike to school work or have doubts about their academic worth face disadvantage in all future learning. Carnegie Corporation Task Force on Learning in the Primary Grades

Question of the Day

Oral language precedes written: "A good foundation in speaking and listening improves reading performance." Healy, J. *Endangered Minds*, "Who's Teaching the Children to Talk?"

Rationale of Question of the Day

- To develop oral language
- To develop organization of thoughts for oral expression
- To encourage use of linguistic structures.
- To practice responding to questions in a variety of ways.
- To develop vocabulary
- To develop word retrieval skills
- To develop confidence when speaking to a group.
- To develop orally the concept that a topic sentence, body and conclusion are needed for a paragraph.
- To develop audience listening skills

- To develop summarization skills
- To encourage critical listening and thinking

Handwriting Instruction

All children may benefit from handwriting instruction that teaches automatic letter formation because the brain uses its limited resources more efficiently when letter formation is automatic.

Developmental Model for Handwriting (by Pen or Pencil)

- Teach legible letter formation.
- Teach automatic letter form writing.
- Practice for automaticity
- Practice letters and connections needed for the day's written language lesson.
- Teach retrieval of letter forms during fluent composing.
- Teach self-monitoring of letter writing.

The goal is accurate automatic writing.

Secure motor patterns eventually allow handwriting to be such a habitual skill that the mind is free to think while the arm and hand automatically produce the words chosen by the mind.

Getman (1984)

Reading instruction should include the following:

- Phonics review
- Decoding practice
- Morphology
- Vocabulary
- Comprehension skills
- Fluency

Meeting Student Needs

- Oral language remains important during all schooling.
- Never assume that what was taught is what was learned.
- Teach based on the level children can learn, not where they ought to be.
- One exposure is not enough.
- Consistency is needed to develop thought patterns for independent performance.
- Flexibility is the key to master teaching and effective learning.
- Plan activities that are flexible and offer a range of successful activities.
- Group by instructional level when possible.
- Individualize within both large and small groups.

*Information obtained from trainings and Slingerland website.