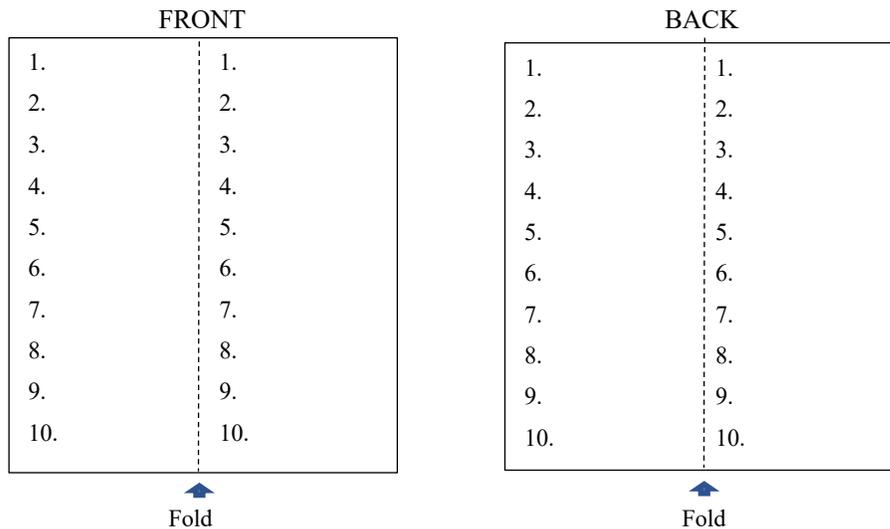


Spelling Reinforcer

Purpose: To increase spelling accuracy
 To develop visual memory and long-term recall for spelling and reading

Activity: 1. Instruct student to fold a paper in half and number a column on all four sides of the paper.



2. Fold the paper in half so that only one column of numbers can be seen. Have the student look at the first spelling word. Tell him to look at it until he images the word. When he tells you he is ready, cover the word and have him write it in the first column. Then have him compare what he has written to the spelling list.
3. Ask the student to study the word again until he can remember it. Then fold the paper over and write it the second column. By folding the paper over, the student cannot see the word while he is writing it. When he has completed it, ask him to compare the word with the one in the first column.
4. Continue with this task until the student has written the word four times, once in each column.

Each time the student writes the word without looking at the model, he is reinforcing his visual memory. If the words are too long or complicated for him, break them into syllables or guide him in hearing the sound as well as remembering the word image. If he forgets the word, cover his writing and let him study the word again. Then he can finish it from memory.

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Impress Spelling Method

Purpose: To learn to spell words correctly
To increase visual memory for words in spelling and reading
To develop inner language skills in spelling (visualizing and verbal dialoguing)

- Activity:**
1. Write the word on a 3x5 card or piece of paper.
 2. Have the student trace over it with a crayon. The waxiness of the crayon increases the tactile experience of tracing. Alternate from tracing with crayons to having the student “trace” over the word with eyes, chin or nose.
 3. Spell the word together as the student traces over it with index finger of the dominant hand.
 4. Have the student look at the word until he can look up and still see the word on his visual screen. Seeing that visual screen is evident when they look up and either to the right or left.
 5. Have the student trace over the letters on the visual screen with the index finger and say the letters as he traces each one.
 6. Play with the word. Ask: What letter does the word starts with? Encourage the student to continue to look at the word with the visual screen as you point to the letters. The student calls out the letter that you point to. What is the letter before the last letter?...etc. If the student cannot do this task, he does not have the word on his visual screen and is not retaining the image.
 7. If visualization is an issue, return to step two and repeat the steps until the student can retain visual images of letters. Be certain that the word is appropriate for the student’s learning level (digit span).
 8. Have the student spell the word from his visual screen.
 9. Have the student move the word from the visual screen and place it on the back of the index card or paper, and trace over the image with the index finger.

This impress spelling method touches all channels of the student’s processing. This method can easily be shown to most students in five to ten minutes.

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