

# Visual Phonics (See the Sound)

Presenter: Vicki Alford, Teacher of the Deaf, Reading Specialist  
& ICLI Resource Specialist

## **Description:**

This two-day workshop explores the multi-sensory Visual Phonics program and its benefits in reinforcing oral language, speech, literacy and writing skills for students who are deaf or hard of hearing, bilingual, or possess diverse learning needs. This hands-on workshop develops the skills necessary to implement Visual Phonics in therapeutic and instructional settings. The second day explores research-based strategies to support beginning spelling and reading instruction with the support of Visual Phonics in therapeutic and instructional settings. Participants are provided opportunities to practice techniques for teaching: Letter recognition/matching/naming/formation; Phoneme awareness (K-2), Phoneme-grapheme (sound-symbol) association; Blending of one-syllable decodable words; Recognition of irregular words; and Building accuracy and speed in word recognition.

**NOTE: 10 hours of TSHA credit are available for this workshop. Participants must attend both days to receive credit. Partial credits are not available.**

## **Learner objectives:**

1. The participants will explore the rationale behind Visual Phonics (See the Sound) and the impact it has on diverse learners.
2. The participants will establish a working knowledge of the Visual Phonics hand shapes and printed symbols.
3. The participants will identify strategies and uses of Visual Phonics to reinforce literacy, writing, and speech production.
4. The participants will explore strategies for reinforcing articulation therapy while teaching letter recognition, phonemic awareness, phoneme-grapheme association and syllable/phoneme blending.

## **2-Day Agenda**

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### **Day 1 AM Session 2.50 hours**

1.25 hrs Rationale and connections to literacy and articulation therapy  
Introduction of the vowel hand shapes and printed symbols

1.25 hrs Continue to introduction of the vowel/consonant hand shapes and printed symbols with frequent small group review and accuracy building activities

### **PM Session 2.50 hours**

1.25 hrs Complete introduction of consonants and review  
Hands-on practice activities using the hand shapes and written symbols (small group skill building)

1.25 hrs Hands-on practice and interactive activities to strengthen recall and accuracy  
Give assignment (homework) and closing

### **Day 2 AM Session 2.50 hours**

1.25 hrs Review of Visual Phonics hand shapes/symbols  
Integrating articulation and auditory therapy with beginning reading instruction

1.25 hrs Phoneme awareness in K-2  
**Strategy Role Play:** Teaching phoneme-grapheme association

### **PM Session 2.50 hours**

1.25 hrs **Strategy Role Play:** Blending one-syllable decodable words  
Recognition of irregular words  
Building speed and accuracy in word recognition

1.25 hrs Overview of implementation activities and strategies  
Interactive implementation table activities and role play scenarios  
Evaluation & closing

**Title:** Addressing Literacy: Effective Methods for Reading Instruction

**Author(s):** Dee M. Lance ; Brenda L. Beverly ; Lea Helen Evans ; Kim C. McCullough

**Source:** [Communication Disorders Quarterly](#) **Volume:** 25 **Number:** 1 **Page:** 5 -- 11

**Publisher:** Proed

**Abstract:** As speech-language pathologists work more directly and in concert with educators to address reading problems in school-age children with language-based learning disabilities (LLD), knowledge of current methods in reading instruction will become critical. Eight methods found to be effective with typically developing children and children with LLD are outlined. Word identification is best trained using methods that rely upon knowledge of letter-sound correspondences in varying syllable contexts and word attack skills using letter-sound decoding and analogy. When learning reading comprehension, students benefit from methods that address vocabulary skills and text-level comprehension monitoring.