LANGUAGE
ENHANCEMENT
AND *ACHIEVEMENT*
PROGRAM *(LEAP)*

LEAP is a modified DuBard Association Method® curriculum designed for students with challenges in reading, spelling and/or written language (dyslexia), or who exhibit difficulty rhyming, sounding out words, and blending sounds into words.

LEAP's highly specialized multisensory curriculum allows the student to quickly progress through sound-symbol associations and key skills. **LEAP GOES DIRECTLY TO THE PROBLEM—TEACHING THE MOST CRITICAL SKILLS TO GAIN MAXIMUM RESULTS.**

YOU ARE THE **KEY TO YOUR** STUDENT'S **SUCCESS.**

DuBard
Association Method®

THE LANGUAGE ENHANCEMENT AND ACHIEVEMENT PROGRAM (LEAP)

is designed to be used by individuals who have had intensive professional preparation in the DuBard Association Method®. LEAP is designed for individuals with difficulties in reading, spelling, rhyming, sounding out words, blending sounds into words, who may or may not have a diagnosis of dyslexia, and who have typical speech and oral language skills. The curriculum is designed to be used with an individual or small group in multisensory teaching sessions to train and/or remediate phonological awareness skills, decoding and encoding skills. The trained professional may adapt this curriculum to meet the needs of a client.

PROGRAM HIGHLIGHTS:

MODULE 1 INCLUDES TWO VERSIONS – 1.0 AND 1.5 – BOTH INCLUDED ON THIS DISC. PLEASE NOTE WHICH VERSION BEST FITS THE NEEDS OF YOUR STUDENT(S) PRIOR TO BEGINNING THE PROGRAM.

- Appropriate for ages five through adult
- Designed for small-group or individual instruction
- Provides a multisensory, systematic and cumulative approach to instruction
- Each module is completed in 48 50-minute sessions.
- Easy to implement
- Appropriate for Response to Intervention
- Progress measured weekly through criterion-based assessment
- Writing skills and written recall of material integrated throughout the program
- Six syllable types taught and applied to internalize skills (Version 1.0 teaches five of the six syllable types. Version 1.5 teaches all six.)
- Decoding, encoding and oral reading fluency emphasized
- Essential reading components of segmenting and blending stressed
- Developed out of a research-based method used for over 50 years
- Piloted and used by the DuBard School for students with dyslexia/reading disabilities since 2009. For information on the effectiveness of LEAP at DuBard School, visit the research pages of www.usm.edu/dubard.

IN ADDITION TO THE DISC, MATERIALS NEEDED INCLUDE THE FOLLOWING:

- LEAP Module One Manuscript Cards
- DuBard Association Method® Drop Drill Flipbook
- DuBard Association Method® Drop Drill Practice Pages
- Oral and Written Production of Northampton Symbols DVD
- DuBard Association Method® Picture Cards (Optional)

DISC CONTENTS:

To aid the professional in the implementation of LEAP, all materials and forms needed for Module 1, Versions 1.0 and 1.5 are included in this electronic version.

- Therapist/Teacher Manual
- Curriculum
- PowerPoints for Introduction of New Material
- Lesson Plans
- Student Book Pages
- Forms

"The LEAP program was a major turning point in my daughter Emma's life. After just one semester, she's done remarkably well, and this intensive small-group therapy has put her progress in fast forward. I'm so grateful for what this program and the teachers have done for her in terms of immediate results, as well as for her long-term success."

AMY M., MOTHER OF EMMA (6)
*Participated in LEAP Module 1.0 in Spring 2014*

WHAT IS THE DUBARD ASSOCIATION METHOD®?

The DuBard Association Method® is a phonetic, multisensory teaching-learning strategy designed for children with language deficiencies. It has been modified and expanded by the late Etoile DuBard and the staff of The University of Southern Mississippi DuBard School for Language Disorders since the school was founded in 1962.

SPECIAL FEATURES OF THE SCIENTIFICALLY BASED DUBARD ASSOCIATION METHOD® INCLUDE THE FOLLOWING:

- Multisensory teaching that includes the use of visual, auditory, motor-kinesthetic and tactile (VAKT) cues for learning
- Use of the Northampton Symbol system for teaching sound-symbol relationships for reading
- Use of cursive writing for initial instruction. Students learn to read manuscript but write only in cursive.*
- Orton-Gillingham-based in content and principles of instruction
- A slower rate of speech is used to give the students more time to understand what is being said; it also enhances the articulation of the speaker.
- Precise articulation is required from the beginning.
- Color differentiation
- An individual student's book is made as he/she progresses through the method.*

- The method is implemented in a manner that is incremental and systematic. Instruction progresses from the teaching of individual sounds to syllables, words of gradually increasing length, basic sentences and questions, more advanced sentence structures and the corresponding questions. Ultimately, when sufficient language skills have been achieved, a transition is made to traditional textbook formats for instruction.
- Instruction in phonetic rules is delayed until the upper levels of the DuBard Association Method®.*
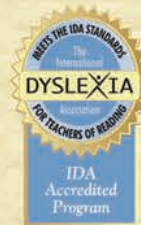
*HOW IS LEAP MODIFIED FROM THE PURE FORM OF THE DUBARD ASSOCIATION METHOD®?

Critical features of the DuBard Association Method® are retained in LEAP. Modifications include the following:

- Manuscript writing is used.
- Phonetic rules are introduced earlier in LEAP. For example, the six syllable types are introduced in the beginning modules.
- Instead of developing the student book as the student progresses, the book is prepared prior to the program start and is implemented in a predetermined manner.

WHAT'S INCLUDED

TWO VERSIONS INCLUDED – TO FIT INDIVIDUAL STUDENT'S NEEDS

MODULE 1 is the foundation module to develop strong sound-symbol association. Two versions (1.0 and 1.5) allow the instructor to start at a point that best fits the client's current abilities and needs. Regardless of the individual's age, the ability to read and recall the sounds on a written basis represented by the most common graphemes is essential to developing reading and spelling skills.

VERSION 1.0 develops phonological awareness and individual sound-symbol association. Skill building for decoding, encoding, segmenting and blending of syllables and monosyllabic words (organized by syllable types) is also an integral part of the program. An introduction of five of the six syllable types is included. *This is appropriate for younger students (ages five or six years) or individuals with significant memory difficulties.*

VERSION 1.5 covers the same areas as 1.0, but greater emphasis is placed on the student's mastery for the definition of and application of the six syllable types. *This version is appropriate for individuals who already possess some sound-symbol awareness, allowing them to move at a faster rate.*

THERAPIST/TEACHER MANUAL

The teacher manual is provided to guide the instructor through the entire module. The manual includes important details such as a setup and supply list, instructional guides, syllable types and testing guidelines.

CURRICULUM

The curriculum for each version outlines the material to be taught in each session and accompanies the lesson plans. This allows the therapist/teacher to see, at a glance, the overall content of a module.

POWERPOINTS FOR INTRODUCTION OF NEW MATERIALS

PowerPoint presentations have been created in PDF format to follow each version's curriculum.

LESSON PLANS

Lesson plans also include multisensory activities such as review in structure, fingerspelling for students with dyslexia, and saying and writing sounds, syllables and/or words. These activities are critical in the learning process, so please utilize them!

STUDENT BOOK PAGES

Throughout the LEAP curriculum, each student must have an individual book. It is to be used throughout the curriculum to track student progress and practice at home. Pages should be printed and inserted in a three-ring binder.

FORMS

Throughout the LEAP curriculum, the instructor will need to use various forms to track student work and success. All of these forms are included. These include forms for tracking attendance, student progress, tests, homework and more.

This packet provides the collection of information and tools professionals will need to complete the LEAP curriculum. However, it is paramount that the provider obtain intensive instruction in the DuBard Association Method® prior to use and follow the guidelines of the lesson plans for ultimate student success. Lesson plans are provided for each of the 48 sessions with each session designed to be implemented in 50 minutes. For best results, a minimum of three sessions per week is recommended. Weekly monitoring of each student's ability to read and write from memory material that has been taught is included within the lesson plans. To firmly establish mastery of these critical reading and writing skills, 90% accuracy is strongly recommended. **Weekly assessment of each client's oral and written skills for material taught is required.**

LEAP Homework Sheet-Version 1.0 and 1.5

Name: _____   Date: _____

Parents, initial the space at the left as each activity is completed. Thank you.

M	T	W	TH	F	S	
						1. Write and say: ☐ difficult ☐ new sounds/words 5 times each:_____ _____
						2. Have a parent dictate the following ☐ sounds ☐ words and then read them.
						3. Read pages: _____ in section _____. Read index pages: _____.
						4. Write and say sentences with these words: _____ _____
						5. Read your ☐ phoneme cards ☐ nonsense drop drill cards ☐ words cards to a parent: _____
						6. Complete worksheet or spelling analyzation sheet with: _____

LEAP Homework Sheet-Version 1.0 and 1.5

Name: _____   Date: _____

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						4. Write and say sentences with these words: _____ _____
						5. Read your ☐ phoneme cards ☐ nonsense drop drill cards ☐ words cards to a parent: _____
						6. Complete worksheet or spelling analyzation sheet with: _____

NORTHAMPTON SYMBOLS
PRE AND POST-TESTING - LEAP

STUDENT'S NAME _____   DATE _____

TEACHER'S NAME _____   EXAMINER _____

Directions: Present ALL phoneme stimulus cards to the child. If the child reads and produces the sound correctly, place a plus sign (+) into both the Reading and Speech columns in the "ORAL RECALL" section. If the child reads the phoneme correctly but misarticulates the sound (ex: the /s/ is lateralized), place a plus sign under the "READING" column and a minus sign (-) under the "SPEECH" column in the "ORAL RECALL" section. To assess written recall for orally presented phonemes, dictate ALL phonemes. Record written production as + or - under the "DICT." column.

PRIMARY PHONEMES

Consonants:	ORAL RECALL Reading	ORAL RECALL Speech	DICT.
b			
ch			
d			
f			
g			
h			
j			
k			
l			
m			
n			
ng			
p			
r			
s [1]			
s [2]			
sh			
t			
th [1]			
th [2]			
v			
w			
wh			
y			
zh			
Raw Score:	/25	/25	/25
% Correct:			

Vowels:	ORAL RECALL Reading	ORAL RECALL Speech	DICT.
_a_			
a_e			
ar			
aw			
_e_			
ee			
_i_			
i_e			
_o_			
o_e			
oi			
oo [1]			
oo [2]			
ou			
_u_			
u_e			
ur			
Raw Score:	/17	/17	/17
% Correct:			

Total Score for Primary Phonemes			
Raw Score:	Reading	Speech	Dictate
Score:	/42	/42	/42
% Correct			

Data Sheet for Drop Drills Version 1.5

Student:_____

For Dictation or Writing: Students are required to use 1's and 2's as applicable.

Date:	OR	D	OR	D	OR	D	OR	D	Date:	OR	D	OR	D	OR	D	OR	D
mo_									_og								
ha_									la_								
_op									ph$\overset{2}{ea}$								
_uf									$\overset{2}{ea}$ck								
hu_									de$\overset{2}{a}$								
kna_									t$\overset{1}{y}$								
geo									wro_								
phu_									$\overset{1}{y}$d								
_adge									cei_								
_uge									_oci								
wo_									cya_								
_aj									$\overset{1}{s}$$\overset{2}{ea}$								
bu_									$\overset{1}{y}$ck								
_ak									_dge$\overset{2}{ea}$								
nu_									_ab								
cko_									da_								
_ac									do_								
_urh									ga_								
geu_									ki_								
ge_									no_								
de_									pu_								
_em									te_								

b

b

b

_o_   p

f   w

o̍w

o̍w

o̍w

ou

de̍ur   deae²r   deai²r

do_eur   dowi²r   doaor

daur   daer   dair

di_eur   dya²r   dighor

door

Open Syllable	Closed Syllable	Closed Syllable
we	we_	web
be	be_	bed
no	no_	not
so̍	so̍_	so̍ck
ye	ye_	ye̍s

table

turtle

little

purple

PowerPoint Sample Pages

m

m

m

m

m

Date(s):
Client(s):

Start Section A

Session	Goals	Analysis
1	1. Teach: **m, b, h, _a_**	
	2. Individual oral recall of phonemes	
	3. Review: new phonemes	
	4. Writing practice: new phonemes	
	5. Other:	
Materials: phoneme cards, PowerPoint, student book pages		

Session	Goals	Analysis
2	1. Group oral recall: phonemes	
	2. Dictation: missed phonemes	
	3. Teach: **p, f, w, _o_**	
	4. Review: taught phonemes	
	5. Writing practice: new phonemes	
	6. Other:	
Materials: phoneme cards, PowerPoint, student book pages		

Session	Goals	Analysis
3	1. Group or individual oral recall: phonemes	
	2. Dictation: taught phonemes	
	3. Teach: **n, j, k, _u_**	
	4. Review: new/difficult phonemes	
	5. Writing practice:	
	6. Other:	
Materials: phoneme cards, PowerPoint, student book pages		

CURRICULUM FOR LEAP VERSION 1.0

Section A

1. Phonemes: m, b, h, _a_

2. Phonemes: p, f, w, _o_

3. Phonemes: n, j, k, _u_

4. Drop drills: mo_, ha_, _op, _uf, hu_

5. Drop drills: wo_, _aj, bu_, _ak, nu_

6. **Review session**

7. Phonemes: g, l, d, _e_

8. Drop drills: ge_, de_, _em, _og, la_

9. Phonemes: t, s[1], r, _i_

10. Drop drills: ti_, ro_, fi_, si[1]_, se[1]_

11. Drop drills using cards only (no student pages or ppt. slides are used): _ab, da_,
    do_, ga_, ki_, no_, pu_, te_ (These are listed on index pages for drop drills.)
    Nonsense drop drill pages: _a_

12. **Review session**

Section B

***Please note that some student book pages will contain words that will be taught
through cross drills at later time. These words are bolded.***

13. Cross drills: am, up. Students copy one cross drill.

14. Cross drills: at/it. Students copy one cross drill.

15. Cross drills: in/on. Students copy one cross drill.

16. Nonsense drop drill pages: _e_

17. Explain/describe closed syllables (teacher manual p. 15) and apply through
    cross drills: get, pen/pin. Students copy one cross drill.

18. Introduce fingerspelling through explanation and demonstration.
    Discovery for closed syllables: bag, ham, hat, log, map, net, top, bat, bed, jam
        (follow up with spelling analyzation sheets for homework)
    Nonsense drop drill pages: _o_

Preliminary Research on the Effectiveness of the Language Enhancement and Achievement Program

The DuBard School for Language Disorders at The University of Southern Mississippi periodically conducts research on the effectiveness of its programs, including the Language Enhancement and Achievement Program (LEAP). The research summary below describes student performance based on the *Decoding Skills Test (DST)* prior to and following intervention using LEAP.

Name of Project: Statistical Analysis of Pre and Post-test Raw Scores for Reading Phonetically Regular Words on a Criterion-Referenced Test of Reading Skills

Population: Students aged five years, nine months (5-9) to twelve years, six months (12-6), with an average age of eight years, zero months (8-0), with the primary diagnosis of dyslexia/specific learning disability in reading.

Service Delivery Model: After-school program (LEAP - Language Enhancement and Achievement Program) delivered by para-professionals and supervised by certified speech-language pathologists in a resource schedule of service delivery for 48 contact hours over the course of a semester.

Assessment Instrument: *Decoding Skills Test (DST)*, Subtest II
Raw score values range from 0-120.
Phonic Transfer Index (PTI) scores range from 0.00-1.00.

Length of time between pre and post-test: Three months; 48 contact hours of intervention

Statistical Analyses: Paired sample *t*-test

Results:
Students (n=63) diagnosed with a reading disability made significant improvement in reading phonetically regular words after 48 hours of multisensory, structured language intervention, $t(62)=-7.81$, $p<0.001$.
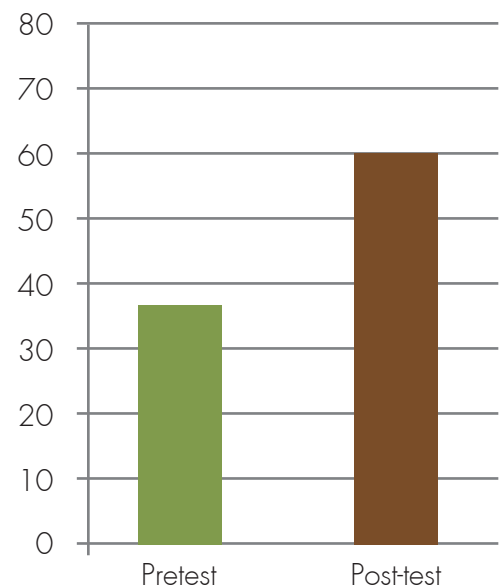
DST Subtest II Raw Scores	
Pretest Raw Score Mean	36.67
Post-test Raw Score Mean	59.97

Students diagnosed with a reading disability made significant improvement in the application of phonic skills when decoding after 48 hours of multisensory, structured language intervention, $t(45)=-5.03$, $p<0.01$.

DST Subtest II PTIms Scores	
Pretest PTIms Score Mean	0.56
Post-test PTIms Score Mean	0.76

LEAP Module 1
Decoding Skills Test - Subtest II
Pre and Post-test Raw Scores

LEAP Module 1
Decoding Skills Test - Subtest II
Pre and Post-test PTIms