APPENDIX A

Parents’ Consent Form

This is to certify that we give our consent for our daughter to participate in the qualitative research study which investigates the six strategies to improve the literacy of an adolescent with Treacher Collins Syndrome.

Lilly S. Kulanthai, as the researcher, has explained to us that the goal of this study is to contribute to a body of knowledge that will help create better teaching strategies for adults with learning disabilities; thus contributing to these individuals’ quality of life.

We understand that the information that we share with the researcher regarding our daughter’s identity is confidential. Confidentiality will be ensured by the use of a pseudonym. Confidentiality will be maintained. We have been given a copy of this consent form.

We understand that we may refuse to answer any questions asked of our daughter, and/or refuse to participate in any aspect of this project. We are aware that our daughter may terminate her participation at any time without prejudice.

We have had the opportunity to ask questions regarding the research and they have been answered to our satisfaction. We understand that we may contact the researcher at her home for any further clarification.

Signature of Participant’s father __________________________ Date __________________

Signature of Participant’s mother ________________________ Date __________________

Signature of researcher ________________________________ Date __________________
APPENDIX B
Doctor’s Reference Letter

HOSPITAL UNIVERSITI
KUALA LUMPUR

Kepada

Dr. K. Tan

Prof. Liam

Daripada

Fiona S/L Saisoo

27.3.95

Dear Mrs. Saisoo,

I am writing to express my concern for Dr. K. Tan, who has been under my care for some time now. She has been suffering from headaches and a persistent cough, which have been affecting her significantly.

I would like to suggest some over-the-counter medications to help alleviate her symptoms, but I know that her parents are worried about the cost. Would you please help her with these expenses?

Thank you for your understanding and support.

Yours sincerely,

Kim K. Tan
APPENDIX C

Plastic Surgeon’s Report

Dr. U.S. NAYAK M.S., M.Ch., F.R.A.C.S.
Consultant Plastic Surgeon
Formerly Professor of Plastic and Reconstructive Surgery
Madras Medical College and Govt. General Hospital, Madras.

Residence & Clinic:
12, Venugopal Avenue
Surtank Road
Madras - 600 031.
Telephone : 8261441

Date: .................. 27.10.95

Piona Sabrina 6 yrs.
7/o Jesudasan
Kuala Lumpur
Malaysia

Clinical Diagnosis: Micrognathia with trismus
Microtia Rt. ear ( upper half)

Admitted on 19.10.95 in Ramas Rau Polyclinic for correction of
microtia.

Operated on: 20.10.95 On account of the trismus blind intubation
had been attempted one week earlier. Since this was not successful
a tracheostomy had been done. General anaesthesia was not induced
and maintained through the tracheostomy.

The lobule and lower part of helix was transposed down
according to Satoru Nagata technique. The over the upper part of the
ear was undermined and the crumpled pieces of cartilage excised.
The 7, 8 and 9th costal cartilages on the rt. side were removed
through a transverse incision, suitably carved and implanted into
the ear pocket. Two suction drains were kept. Recovery was uneventful.
On 25.10.95 under Ketamine anaesthesia drains and sutures were removed.
Wound had healed well. Sae Mad been on Cephalosporin 125 mg. t.d.s.
from a day prior to operation.

She was discharged on 26.10.95. Advised to report on 28.10.95
for review. Second stage of ear reconstruction and correction of
trismus is planned for next year.

Sincerely.

[Signature]
APPENDIX D

IQ-Test.eu Certificate

Nama: sfhs klsfh
E-mel: Q3OAH2OW1B3LCC@lskjh.com
Umur: 21 tahun
Nama ujian: Ujian IQ kepintaran semula jadi
Tarikh: 14/09/2010
Jangka masa: 00:13:36
Domain: www.iq-test.my

IQ anda dinilai mengikut ujian IQ kami

81
# APPENDIX E

## Initial Assessment

### Letter Name Record Sheet

<table>
<thead>
<tr>
<th>Upper case letters</th>
<th>Lower case letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>a</td>
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<tr>
<td>B</td>
<td>b</td>
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<tr>
<td>C</td>
<td>c</td>
</tr>
<tr>
<td>D</td>
<td>d</td>
</tr>
<tr>
<td>E</td>
<td>e</td>
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<tr>
<td>F</td>
<td>f</td>
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<tr>
<td>G</td>
<td>g</td>
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<td>H</td>
<td>h</td>
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<td>I</td>
<td>i</td>
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<td>J</td>
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<td>K</td>
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<td>P</td>
<td>p</td>
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<td>Q</td>
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<td>R</td>
<td>r</td>
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<td>S</td>
<td>s</td>
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<tr>
<td>T</td>
<td>t</td>
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<tr>
<td>U</td>
<td>u</td>
</tr>
<tr>
<td>V</td>
<td>v</td>
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<tr>
<td>W</td>
<td>w</td>
</tr>
<tr>
<td>X</td>
<td>x</td>
</tr>
<tr>
<td>Y</td>
<td>y</td>
</tr>
<tr>
<td>Z</td>
<td>z</td>
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</tbody>
</table>
### APPENDIX F

#### List of Spelling Test Words

<table>
<thead>
<tr>
<th>Spelling Test</th>
<th>Words</th>
<th>Spelling Test</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>at, bat, cat, fat, hat, mat, pat, rat, sat</td>
<td>32</td>
<td>hum, gum, bud, mud</td>
</tr>
<tr>
<td>2</td>
<td>cap, lap, map, nap, rap, ran, van</td>
<td>33</td>
<td>mud, bud, tub, hub, cub</td>
</tr>
<tr>
<td>3</td>
<td>bed, fed, red, Ted, wed</td>
<td>34</td>
<td>sum, hum, gum, rug, mug, bug</td>
</tr>
<tr>
<td>4</td>
<td>pet, mot, bet, get, set, wet</td>
<td>35</td>
<td>shop, ship, shut</td>
</tr>
<tr>
<td>5</td>
<td>Jim, him, Tim, dim</td>
<td>36</td>
<td>the, them, this, than, then, that</td>
</tr>
<tr>
<td>6</td>
<td>in, bin, fin, win</td>
<td>37</td>
<td>chin, chop, chat, chip</td>
</tr>
<tr>
<td>7</td>
<td>zip, tip, lip, dip, sip</td>
<td>38</td>
<td>stop, step, Stan, stab</td>
</tr>
<tr>
<td>8</td>
<td>it, bit, fit, hit, sit</td>
<td>39</td>
<td>spot, spat, spit, spin</td>
</tr>
<tr>
<td>9</td>
<td>wig, pig, bib, lip, zip, lid, fin, tin, sit</td>
<td>40</td>
<td>slam, slip, slap, slim</td>
</tr>
<tr>
<td>10</td>
<td>cot, got, hot, lot, not, pot</td>
<td>41</td>
<td>snap, snip, snug, scab, scat</td>
</tr>
<tr>
<td>11</td>
<td>cop, hop, mop, pop, top</td>
<td>42</td>
<td>skin, skip, swim</td>
</tr>
<tr>
<td>12</td>
<td>cod, nod, God</td>
<td>43</td>
<td>shut, shin, twin</td>
</tr>
<tr>
<td>13</td>
<td>bob, job, rob, sob</td>
<td>44</td>
<td>brim, brat, brag</td>
</tr>
<tr>
<td>14</td>
<td>box, fox, ox</td>
<td>45</td>
<td>crab, cram, crib</td>
</tr>
<tr>
<td>15</td>
<td>on, of, off</td>
<td>46</td>
<td>drum, drip, drop, drag</td>
</tr>
<tr>
<td>16</td>
<td>got, hot, lot, not, pot, dot</td>
<td>47</td>
<td>frog, from, Fran, Fred</td>
</tr>
<tr>
<td>17</td>
<td>pop, top, mop, hop, cop</td>
<td>48</td>
<td>grin, grab, grub</td>
</tr>
<tr>
<td>18</td>
<td>dog, hog, log</td>
<td>49</td>
<td>pram, trim, prod, trip, trap</td>
</tr>
<tr>
<td>19</td>
<td>cod, nod, on, of</td>
<td>50</td>
<td>blab, bled, blob, clap, club</td>
</tr>
<tr>
<td>20</td>
<td>rob, bob, job, sob</td>
<td>51</td>
<td>flap, flat, flip, flop, glad</td>
</tr>
<tr>
<td>21</td>
<td>ox, box, fox</td>
<td>52</td>
<td>slug, plot, plum, plus, plop</td>
</tr>
<tr>
<td>22</td>
<td>top, box, dog, fox, pot, rod, hop, mop, log</td>
<td>53</td>
<td>tree, sweet, feet, green, sheep, need, teen</td>
</tr>
<tr>
<td>23</td>
<td>bug, dug, hug, mug, rug</td>
<td>54</td>
<td>see, bee, Seen, keep, feed</td>
</tr>
<tr>
<td>24</td>
<td>Up, cup, pup</td>
<td>55</td>
<td>sleep, three, weep, meet</td>
</tr>
<tr>
<td>25</td>
<td>but, cut, nut</td>
<td>56</td>
<td>me, he, she, we, be</td>
</tr>
<tr>
<td>26</td>
<td>fun, gun, run, sun</td>
<td>57</td>
<td>kite, white, bike, hide, smile, five, hive</td>
</tr>
<tr>
<td>27</td>
<td>gum, hum, mud, bud</td>
<td>58</td>
<td>cool, boohoo, boot, food</td>
</tr>
<tr>
<td>28</td>
<td>rug, mug, hug, dug, bug</td>
<td>59</td>
<td>zoo, goo, spoon, moo, soon, too</td>
</tr>
<tr>
<td>29</td>
<td>pup, up, cup</td>
<td>60</td>
<td>moon, cook, look, book, good, you, foot</td>
</tr>
<tr>
<td>30</td>
<td>cut, nut, but</td>
<td>61</td>
<td>cry, by, my, try, sky, spy, fly</td>
</tr>
<tr>
<td>31</td>
<td>gun, run, sun, fun</td>
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### APPENDIX G

**DIBELS Benchmark and target scores**

<table>
<thead>
<tr>
<th></th>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
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<tbody>
<tr>
<td></td>
<td>Score</td>
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<td>Score</td>
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<td><strong>Kindergarten</strong></td>
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<td></td>
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<tr>
<td>Initial Sound Fluency</td>
<td>0–3</td>
<td>At Risk</td>
<td>0–9</td>
</tr>
<tr>
<td></td>
<td>4–7</td>
<td>Some Risk</td>
<td>10–24</td>
</tr>
<tr>
<td></td>
<td>8+</td>
<td>Low Risk</td>
<td>25+</td>
</tr>
<tr>
<td>Letter Naming Fluency</td>
<td>0–1</td>
<td>At Risk</td>
<td>0–14</td>
</tr>
<tr>
<td></td>
<td>2–7</td>
<td>Some Risk</td>
<td>15–26</td>
</tr>
<tr>
<td></td>
<td>8+</td>
<td>Low Risk</td>
<td>27+</td>
</tr>
<tr>
<td>Phoneme Segmentation Fluency</td>
<td>0–6</td>
<td>At Risk</td>
<td>0–9</td>
</tr>
<tr>
<td></td>
<td>7–17</td>
<td>Some Risk</td>
<td>10–34</td>
</tr>
<tr>
<td></td>
<td>18+</td>
<td>Low Risk</td>
<td>35+</td>
</tr>
<tr>
<td>Nonsense Word Fluency</td>
<td>0–4</td>
<td>At Risk</td>
<td>0–14</td>
</tr>
<tr>
<td></td>
<td>5–12</td>
<td>Some Risk</td>
<td>15–24</td>
</tr>
<tr>
<td></td>
<td>13+</td>
<td>Low Risk</td>
<td>25+</td>
</tr>
<tr>
<td><strong>First Grade</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Letter Naming Fluency</td>
<td>0–24</td>
<td>At Risk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25–36</td>
<td>Some Risk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>37+</td>
<td>Low Risk</td>
<td></td>
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<tr>
<td>Phoneme Segmentation Fluency</td>
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<td>Deficit</td>
<td>0–9</td>
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<td></td>
<td>35+</td>
<td>Established</td>
<td>35+</td>
</tr>
<tr>
<td>Nonsense Word Fluency</td>
<td>0–12</td>
<td>At Risk</td>
<td>0–29</td>
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<td></td>
<td>13–23</td>
<td>Some Risk</td>
<td>30–49</td>
</tr>
<tr>
<td></td>
<td>24+</td>
<td>Low Risk</td>
<td>50+*</td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td>0–7</td>
<td>At Risk</td>
<td>0–19</td>
</tr>
<tr>
<td></td>
<td>8–19</td>
<td>Some Risk</td>
<td>20–39</td>
</tr>
<tr>
<td></td>
<td>20+</td>
<td>Low Risk</td>
<td>40+</td>
</tr>
</tbody>
</table>

*Students in the middle of first grade should be reading at least 15 words as whole words and not simply giving letter sounds.*
APPENDIX H

Sample DIBELS Initial Sound Fluency (ISF) Assessment

Progress Monitoring

1. Which picture begins with /l/?  
   | 1 | 
   | 0 | 

2. Which picture begins with /g/?  
   | 1 | 
   | 0 | 

3. Which picture begins with /fl/?  
   | 1 | 
   | 0 | 

4. What sound does “sock” begin with?  
   | 3 | 
   | 0 | 

This is iron, floor, sock, guitar (point to pictures).

5. Which picture begins with /l/?  
   | 1 | 
   | 0 | 

6. Which picture begins with /fl/?  
   | 1 | 
   | 0 | 

7. Which picture begins with /h/?  
   | 1 | 
   | 0 | 

8. What sound does “milk” begin with?  
   | 1 | 
   | 0 | 

This is locker, fishing, milk, ham (point to pictures).

9. Which picture begins with /l/?  
   | 1 | 
   | 0 | 

10. Which picture begins with /fl/?  
    | 1 | 
    | 0 | 

11. Which picture begins with /h/?  
    | 1 | 
    | 0 | 

12. What sound does “chips” begin with?  
    | 1 | 
    | 0 | 

This is donkey, chips, rat, screen (point to pictures).

13. Which picture begins with /d/?  
    | 1 | 
    | 0 | 

14. Which picture begins with /skr/?  
    | 1 | 
    | 0 | 

15. Which picture begins with /r/?  
    | 1 | 
    | 0 | 

16. What sound does “hose” begin with?  
    | 4 | 
    | 0 | 

Time: 25 Seconds  
Total Correct: 10

\[
\frac{60 \times \text{Total correct}}{\text{seconds}} = 24
\]
APPENDIX I
Sample Regular Word Fluency (RWF) Probe

Probe 11

ran  pan  fan  can  van
map  cat  bag  hat  rat
man  hand  bat  ham  pants
sat  sad  had  mat  pat
fat  jam  ants  zoo  good

Total correct letter sounds (CLS) : ______________________
Total words recoded completely and correctly (WRC): ______________
Error pattern:
____________________________________________________________________________
____________________________________________________________________________
APPENDIX J

Sample Lesson Plan

LESSON PLAN

Date: 29.4.2010  Time: 4.00-5.00pm

Learning objectives:

By the end of the lesson, the student should be able to:

1. Watch and learn from a CD (The Word Machine – Volume 1)
2. Read pages 20 -26 from Progressive Phonics Intermediate book 1
3. Do revision by reading the book again (words in red)
4. Do spelling test – words beginning with ‘ch’ sound

<table>
<thead>
<tr>
<th>Activities</th>
<th>Remarks and reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Watch the CDROM- The Word Machine – Volume 1</td>
<td>The participant enjoyed watching the CD. She repeated words as they were being said aloud in the CD.</td>
</tr>
<tr>
<td>2. Read pages 20 -26 from Progressive Phonics Intermediate book 1</td>
<td>We read together. I explained the meanings of difficult words to her. She remembered most of the words spelt in red.</td>
</tr>
<tr>
<td>3. Revision – read the book Progressive Phonics Intermediate book 1</td>
<td>We read the book all over again. I read the words in black and she read those in red. She read better when the same words were repeated many times in the same passage.</td>
</tr>
<tr>
<td>4. Spelling Test - words beginning with ‘ch’ sound</td>
<td>She got all the four words correct. (chin, chop, chat, chip)</td>
</tr>
</tbody>
</table>
APPENDIX K

Sample Worksheet Word Search-Intermediate Book 1

Word Search – Intermediate Book 1 - th, ch, sh

- chat
- chin
- chip
- chop
- ship

- the
- than
- then
- them
- that
- this
- shut

SHOPHTHANHTHATHINT
ETHNSSINTSN
SHIPHPSPTPN
CHHCOPTHH
CHATTHSHUT
HOSTHTHETHEM
THISATASTH
HOSTOTTENT
THHCIPHIH
APPENDIX L

Sample Worksheet Zac the Rat and Other Stories

Complete each word to rhyme with **ran**, then say the word.
Hint: Use the picture clues to help.

1. ran
2. fan
3. pan
4. can

Write the missing short vowel in each word, then say the word.

1. van
2. bag
3. map
4. hat
5. cat
6. rat

*BRAINWORK!* Circle the words that rhyme.

Name: Fiona Sabrina

short a ~ cat
APPENDIX M
Sample Worksheet Beginning Phonics Grades 1-2

Short i
Color the short i words green.

log       bat
kite      top
ran       big
fish      dig
pan       mop
bike      like

This is a picture of a [fish]
Add [ig] to make a new word. Say the word.

Wig       dig

Add [ish] to make a new word. Say the word.

dish       wish
How do I stop when I get to the top? I want to stop at the top of the hill. I told my bike to stop. But did my bike stop? No! It just rolled right over the hill.