12-2012

Sight Words

Megan Copass
Western Kentucky University, megan.copass497@topper.wku.edu

Joshua Bewley
Western Kentucky University, joshua.bewley105@topper.wku.edu

Laura Beth Blanford
Western Kentucky University, laura.blanford848@topper.wku.edu

Follow this and additional works at: http://digitalcommons.wku.edu/appliedbehavior

Part of the Special Education and Teaching Commons

Recommended Citation
Copass, Megan; Bewley, Joshua; and Blanford, Laura Beth, "Sight Words" (2012). Applied Behavior Analysis (SPED 432) and Intervention Strategies for Literacy (SPED 431). Paper 12.
http://digitalcommons.wku.edu/appliedbehavior/12

This Presentation is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Applied Behavior Analysis (SPED 432) and Intervention Strategies for Literacy (SPED 431) by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.
Abstract

What are sight words? Sight words are common words that a reader should recognize on sight. These are often referred to as “high frequency words” or “instant words.” Research indicates interventions used to teach sight words to students with disabilities, especially students with moderate to severe disabilities are beneficial. Multiple methods can be utilized to teach sight words to students with disabilities. These methods include: games, sight word recognition, and memorization. Research that catered specially to students with moderate to severe disabilities indicated that choosing between multiple methods is most effective way to teach sight words. This approach provides students with moderate to severe disabilities more generalization and independence.
Poster-APA Citation:


References

