

# LINCS VOCABULARY STRATEGY

## What is LINCS?

LINCS is a system for learning new vocabulary words developed by the University of Kansas. It links experiences and information a student already has in their long term memory with the new vocabulary word to help the student remember.

### Who is LINCS designed for?

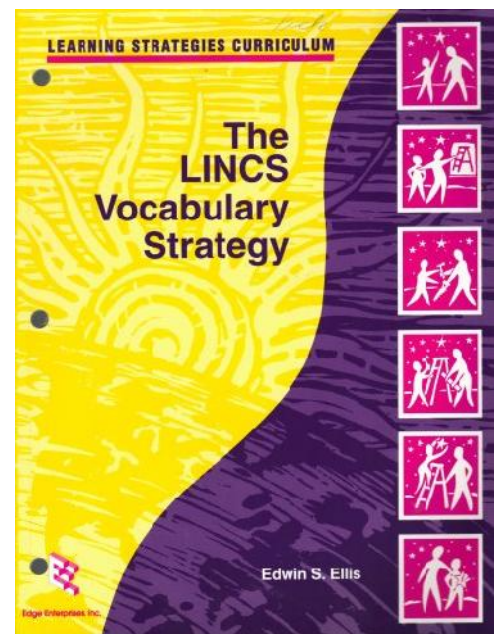
- 4th grade+ reading level
- Learning Disabilities
- Inclusion classrooms

## Does it work?

Mean % Correct Vocab Tests	Test 1	Test 2
LINCS class Students w/LD	53%	77%
LINCS class Students w/o LD	84%	92%
No LINCS class all students	86%	85%

(Wedel et al., 1992)

*New vocabulary words are often the basis for understanding concepts in all subject areas. If a student fails to retain the meanings of words, they will struggle with all of the concepts that are subsequently built on those words. Students with LD or with low reading comprehension skills typically suffer the most from limited vocabulary and struggle the most to infer the meaning of new words.*

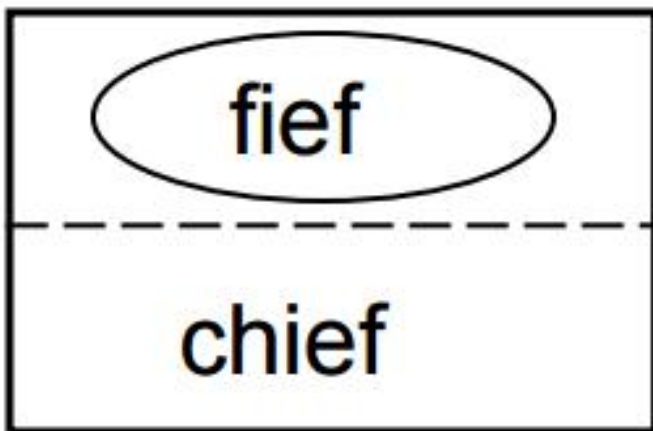


# HOW TO IMPLEMENT LINCS

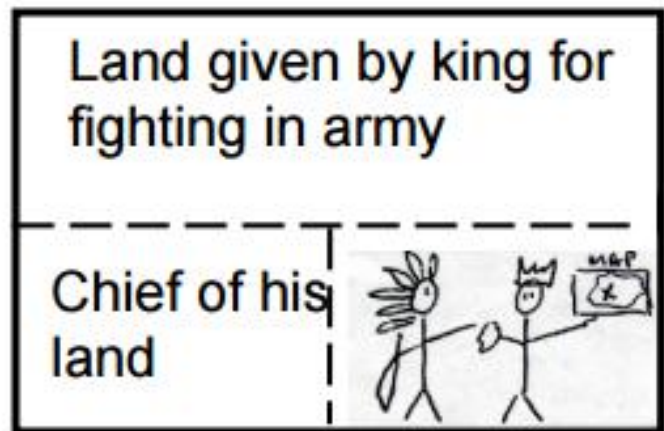


- Using a notecard, divide it in half front and back (see below).
- **L**ist the parts:
  - \* Write the **new vocabulary word** on top/front of card, circle it.
  - \* Write the **definition** on top/back of card.
- **N**ote a reminding word:
  - \* Student comes up with a word that **reminds** them of the new word. Should be similar to the new word, be something the student is familiar with, and something real. Should be chosen by the student with minimal help from the teacher.
  - \* Write the **reminding word** on bottom/front of card.
- **C**onstruct a LINCing story
  - \* Student comes up with a very simple, one sentence **“story”** that associates things the student already knows with the meaning of the new word and includes the **reminding word**.
  - \* Write the **story** on the bottom/back/left of card.
- **I**magine a LINCing picture
  - \* Student imagines a picture to represent their story. It should be simple and include as much information about the meaning of the word as they can. It doesn't have to make sense to anyone other than the student. Again the student should come up with this on their own.
  - \* Draw this **picture** on the bottom/back/right of card next to the story.
- **S**elf-Test
  - \* Say the word, Say the reminding word.
  - \* Imagine the story, imagine the picture.
  - \* Say the meaning of the new word, check to see if correct.

## Example:



Front of notecard for learning the word “Fief”



Back of notecard

### References:

- Ebbers, S., Denton, C. (2008). A root awakening: Vocabulary instruction for older students with reading difficulties. *Learning Disabilities Research and Practice, 23*(2), 90-102.
- Ellis, E.S. (2003). *The LINCS vocabulary strategy*. Lawrence, KS: Edge Enterprises.
- Harris, M., Schumaker, J., Deshler, D. (2011). The effects of strategic morphological analysis instruction on the vocabulary performance of secondary students with and without disabilities. *Learning Disability Quarterly, 34*(1), 17-33.
- Wedel, M., Deshler, D. D., Schumaker, J.B., & Ellis, E.S. (1992). *Effects of instruction of a vocabulary strategy in a mainstream class*. Lawrence, KS: Institute for Research in Learning Disabilities.