STEP, Inc.
Literacy Information Packet
Table of Contents

Additional Resources

- Literacy without the Books...A Parent's Guide to Literacy beyond Reading Aloud

- Early Writing Experiences... A Parent's Guide to Early Writing Experiences for Preschoolers

- Family Reading.. A Parent's Guide to Reading Aloud with Your Preschooler

- Helping Your Child at Home: Reading Strategies Parents Can Use

- Put Reading First Helping Your Child Learn to Read…Preschool through Grade 3

STEP'S Literacy DVD- Improving Outcomes for Children with Disabilities Literacy is for All (three disc set)
Available by calling STEP information line at 800/280-7837

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                                                              Revised January 2020

Literacy is for All

About the information in this packet.

While learning to read well is a complicated process, research tells us that almost every child can learn how to read. Some children, however, have a difficult time learning how to read traditionally. Yet most children can make progress with their reading when taught by a skilled teacher who uses different methods that match their learning styles. Students like these need to spend extra time each day on reading instruction and reading practice. They also need extra support at school and home with spelling and writing and need lots of chances to practice reading outside of time at school.

This information packet for families and caregivers can help you understand the process your child is likely to go through in learning how to read. It gives tips on what you can do to make a positive difference in how your child feels about books and reading. We know that the time that families spend reading with their child and working on other literacy activities at home not only helps increase reading progress but also helps their child see that reading can be fun.

Reading is the key to the basic skills a child needs to succeed in elementary, middle and high school, post-secondary education and the world of work. By working together, teachers and families can help students develop the reading skills necessary for success in school and life.

Support and Training for Exceptional Parents

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Literacy For All
For Your information

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Support and Training
for Exceptional Parents

How Do I Know a Good Early Reading Program When I See One?

A Guide for Parents

- Every teacher is excited about reading and promotes the value and fun of reading to students.

- All students are carefully evaluated, beginning in Kindergarten, to see what they know and what they need to become good readers.

- Reading instruction and practice lasts 90 minutes or more a day in first, second and third grades and 60 minutes a day in Kindergarten.

- All students in first, second and third grades who are behind in reading get special instruction and practice. These students receive, throughout the day, a total of 60 extra minutes of instruction.

- Before- or after-school help is given to all students beyond first grade who need extra instruction or who need to review skills. Summer school is available for students who are behind at the end of the year.

- Reading instruction and practice includes work on letters, sounds and blending sounds. Students learn to blend letters and sounds to form new words.

- Learning new words and their meaning is an important part of instruction.

- Students have daily spelling practice and weekly spelling tests.

- The connection between reading and writing is taught on a daily basis. Students write daily. Papers are corrected and returned to the students. By the end of second grade, students write final copies of corrected papers. Corrected papers are sent home for parents to see.

- All students are read to each day from different kinds of books. Students discuss what they read with teachers and other students.

- All students have a chance to read both silently and aloud in school each day and at home every night.

- Every classroom has a library of books that children want to read. This includes easy books and books that are more difficult.

- The school library is used often and has many books. Students may check books out during the summer and over holidays.

Resources

- First Lady Laura Bush Launches Education Initiatives
- Ready to Read * Ready to Learn

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Words about Reading
That You Might Hear at an IEP Meeting:

Automaticity   fast, effortless word recognition

Blending   combining individual sounds into a word, or combining syllables to make words (for example: /b/i/g/ is big)

Decode   to be able to make out a word by correctly recognizing the different letter sounds in the word

Fluency   ability to read a text accurately and quickly, often with expression

Multi-syllable   (also called poly-syllabic) a word that contains more than one part or syllable (for example computer, raining, supported)

Oral Language Difficulties   poor vocabulary, listening comprehension, or grammatical abilities for one's age

Phonics   ability to use knowledge of individual letter sounds to "sound out" words when reading

Phonemic Awareness   ability to hear and manipulate sounds in spoken words (for example: orally producing rhyming words, isolating letter sounds in spoken words and blending sounds)

Reading Comprehension   ability to independently read and understand the meaning of sentences, paragraphs or entire texts

Sight Word   high-frequency words which make up about 50 percent of the words we read and often cause children problems, such as I, a, and, am, at, on, and me

Syllable   having one word part (for example tea)

Visual Perceptual Abilities the ability to recognize and visually distinguish between the letters in words

Language Development and Communication

An article from the website of the
North Carolina Public Schools
www.ncpublicschools.org

Language Development and Communication

- Receptive Language
- Expressive Language
- Foundations for Reading
- Foundations for Writing

From birth, children are learning about spoken and written language. As their families and other caregivers talk, sing, laugh, read and interact with them, they are providing a strong beginning for them to become successful readers and writers. Children of preschool age are beginning to develop many language competencies, using language as a tool to communicate their needs, interact socially with others and describe events, thoughts and feelings.

Research has increasingly demonstrated that children who are in environments filled with print, books and conversations with supportive adults acquire knowledge and skills that greatly facilitate their success when they begin to receive formal instruction.

In North Carolina, an increasing number of children entering school come from families who speak a language other than English. The competencies addressed in this domain can be developed in any language and, for most children, will be developed first in their primary language. Strengthening the language and communication competencies in children's native language helps prepare them for the additional task of learning English.

QUOTATION

"The basic need to communicate coupled with a rich and stimulating language environment seem to be the main factors that propel children's early language learning. Parents, grandparents and early education caregivers need to know that child language development begins in infancy and is an ongoing process in which young children expand and refine their knowledge and use of language largely with the help of facilitating adults."

– Dorothy S. Strickland

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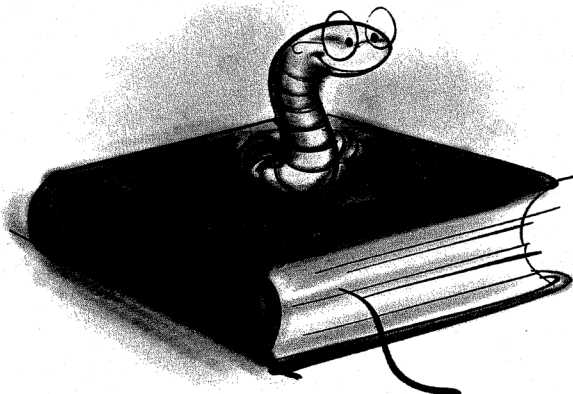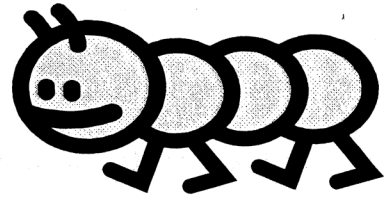
Receptive Language

Receptive language traditionally refers to a listening vocabulary, knowledge of spoken words, and understanding connected speech. Here it also includes understanding non-verbal language such as signs, gestures and picture communication symbols.

Widely Held Expectations

Children begin to:
- Understand increasingly complex sentences including present, past and future tenses.
- Understand and use an increasingly large vocabulary.
- Listen/attend* to language for increasingly longer periods of time, such as when books are read, people are telling stories, and during conversations.
- Respond to requests for attention and actions that may include one- and two-step directions.
- Consistently respond to their names, requests for action or information.
- Attend* to, understand and use language for multiple purposes, including social (understanding/communicating desires and feelings, sharing personal stories and negotiating/solving problems) and cognitive (understanding/talking about information, ideas and beliefs and using questions to learn).
- Develop familiarity with listening to, identifying, recognizing and discriminating sounds in words.
- Understand that people communicate in many ways, including through gestures, sign language, facial expression and augmentative communication devices.

* The word **attend** reflects the needs of children using gestures, sign language and other means of communication.

Strategies for Early Educators
- Use facial expressions, gestures and a rich and varied vocabulary when speaking and reading with children.
- Introduce new words and concepts by labeling what children are doing and experiencing (e.g., building, playing, reading, writing) and give them opportunities to talk about what they are doing and experiencing.
- Give children clear instructions that help them move from simple directions to a more complex sequence of directions. State directions positively, respectfully, carefully and only as needed.
- Use gestures and props to help children understand and respond to verbal and non-verbal cues.
- Provide opportunities throughout the day for children to talk, share and discuss stories and interact with one another and with adults.

2

- Engage children in one-on-one conversations; listen and respond to what they are saying.
- Tell stories and read aloud to children, repeating their favorite books. Vary the tone and pitch of your voice while reading to emphasize different characters, moods or other qualities in a story.
- Help children discriminate sounds in spoken language through rhymes, songs and word games, using various media (e.g., CDs and tapes of music and stories).
- Offer different types of music rhythms, patterns and tempos and have the children imitate these by clapping or playing musical instruments.
- Model and provide opportunities for children to communicate in different ways (e.g., home languages and also manual signs, gestures and devices).

Strategies for Families
- Talk with your children. Engaging in conversations whenever and wherever you are together helps them understand increasingly complex language and words.
- Assign simple tasks. Engaging children in small jobs helps them learn to follow directions. Directions should be clear and positive and kept to a minimum.
- Be expressive. Use gestures and props to help your child understand and respond to verbal and non-verbal cues.
- Be a good listener. Notice and respond to what children say and do. Ask questions and pause to give them time to think and respond.
- Protect your child's hearing through routine health examinations and prompt medical attention to suspected ear infections. (Unattended ear problems can make it difficult for children to discriminate sounds in spoken language.)
- Have fun with words. Singing songs and playing rhyming and word games (nursery rhymes, poems, finger plays) help children develop an understanding of different sounds.
- Widen their world. Help children understand and appreciate that communication occurs in many ways, through languages that are different from your own and also through manual signs, gestures and devices.
- Talk, sing and play with your children using your home language, the language you know best. Children need to have meaningful and rich communication experiences at home; this, however, can be limited if you use a language you are still learning.
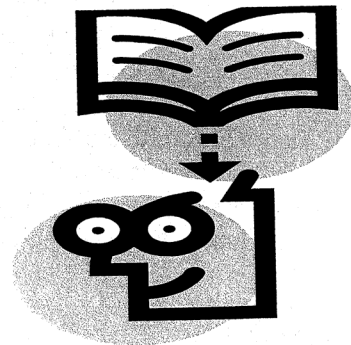
Expressive Language

Expressive language includes speaking and other means of communication such as sign language and use of communication devices.

Widely Held Expectations

Children begin to:
- Use verbal and non-verbal language to communicate for multiple purposes (e.g., to express needs, wants, ideas, opinions and feelings; relate personal information and experiences).
- Use gestures, devices, signs and picture communication symbols to communicate.
- Use language as a part of pretend-play to create and enact roles.
- Use language to establish and maintain relationships.
- Initiate and engage in conversations.
- Describe experiences and create and/or retell simple stories.
- Ask questions and make comments related to the topic of discussion.
- Communicate messages with expression, tone and inflection appropriate to the situation.
- Use increasingly complex and varied language structures, sentences and vocabulary.

Strategies for Early Educators
- Create an environment of trust and support in which children feel free to express themselves.
- Provide opportunities for children to engage in dialogue, through frequent one-on-one conversations, small group interactions with adults, and with other children.
- Encourage children to describe family, home, community and classroom.
- Pause when reading and talking so children can ask questions and propose answers.
- Help children remain focused on the main topic of conversation by redirecting and restating current ideas.
- Encourage creative attempts at putting words and sentences together to use language for a variety of purposes.
- Build on children's interests when conversing with them.
- Provide props and opportunities that generate discussions and questions.
- Support children's use of their home language, gestures, communication devices, sign language and pictures to communicate.
- Talk with children using their families' native language (through interpreters when necessary).
- Create an accepting culturally diverse environment that is nurturing, supportive and interesting for all children.

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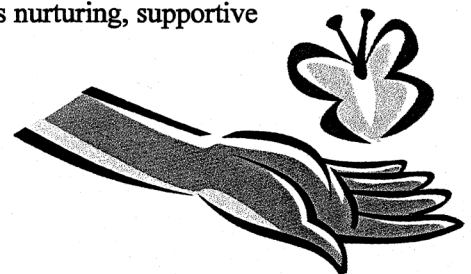
- Avoid asking questions that stop a conversation (such as questions that are rhetorical or testing, too simple or concrete, or about topics a child is not interested in).
- Ask questions that children can answer and that stimulate their creativity.
- Expand on what children say by adding information, explanations and descriptions.

Strategies for Families
- Encourage children to express their thoughts and feelings.
- Provide opportunities for your child to talk in social situations with adults and other children.
- As you read to children or talk with them, pause to let them ask questions, make comments and complete ideas.
- Seek out your child's opinion. Ask, for example, "What do you think we need to do?"
- Encourage children to discuss, predict and add to stories as you read to them. Ask, for example, "What do you think will happen next?"
- Talk daily about everyday events and activities. Point out and encourage children to talk about the things they see, such as labels, signs and items at the grocery store.
- Use descriptive language. If your child observes, "That's a dog," respond, "Yes, that is a big, white dog."
- Show interest in what children have to say by asking open-ended questions that require more than a "yes" or "no" response.
- Set an example for good speech and language. Use complete sentences and pronounce words correctly.
- Encourage children to discuss and add to the stories you read to them.
- Support children's use of gestures, communication devices, sign language and pictures to communicate.
- Encourage children to use their home language with you, so that you can engage in a sustained conversation. Development of children's home language will not interfere with learning English; it will help them learn English.

BEAUTIFUL!!!
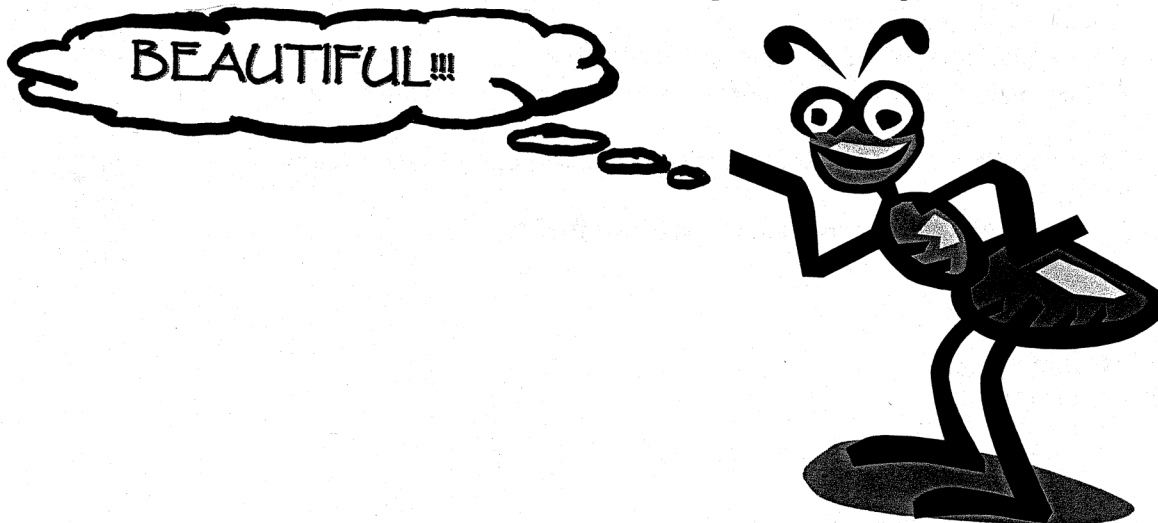
Foundations for Reading

Foundations for reading involves developing knowledge and skills in oral language, vocabulary used in understanding the world, concepts of print, the alphabetic principle and phonology.

Widely Held Expectations

Motivation for Reading
Children begin to:
- Show an interest in books, other print and reading-related activities, including using and sharing books and print in their play.
- Enjoy listening to and discussing storybooks, simple information books and poetry read aloud.
- Independently engage in reading behaviors (e.g., turning pages, imitating adults by pointing to words, telling the story).
- Independently engage in writing behaviors (e.g., write symbols or letters for names, use materials at the writing center, write lists with symbols/letters in pretend-play, write messages that include letters or symbols).
- Select books that interest them and have favorite kinds of books.
- Use books that communicate information to learn about the world by looking at pictures, asking questions and talking about the information.

Book and Print Awareness
Children begin to:
- Be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (e.g., labels and signs).
- Recognize that print can tell people what to do and understand that print and simple symbols are used to organize classroom activity (e.g., where to store things, when they will have a turn).
- Pretend to read familiar books in ways that mimic adult reading in use of language and intonation.
- Hold a book upright and go through it front to back, turning pages one by one.
- Occasionally run their finger under or over print as they pretend to read a familiar book.
- Understand some basic print conventions (e.g., concept of letter, concept of word).
- Learn to identify their name and the names of friends.

Alphabet Knowledge
Children begin to:

Aa

Bb

Cc

Dd

Ee

Ff

6

- Know that letters of the alphabet are a special category and are different from pictures and shapes.
- Recognize and name letters of the alphabet, especially those in their own name and in the names of others who are important to them.

Alphabetic Principle
Children begin to:
- Understand that letters function to represent sounds in spoken words.
- Make some sound-to-letter matches, using letter name knowledge (e.g., writes "M" and says "This is Mommy").

Phonological Awareness
Children begin to:
- Enjoy listening to songs, poems and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words.
- Enjoy and repeat rhythmic patterns in poems and songs, learning to respond by clapping, marching or using instruments to beat syllables.
- Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words.
- Associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Keshia and Katie begin with the same sound).

Vocabulary and Comprehension
Children begin to:
- Develop knowledge about their world, what things are and how they work, and use this knowledge to make sense of stories and information books.
- Discuss books, responding to questions about what is happening in stories and predicting what will happen next.
- Make connections between familiar books and between personal experiences and events described in books.
- Ask questions about a story or information in a book.
- Imitate the special language in storybooks and story dialogue, repetitive language patterns, sound effects and words from familiar stories, and use it in retellings and dramatic play.

Strategies for Early Educators
- Provide and share books, both fiction and non-fiction, that stimulate children's curiosity.
- Create comfortable and inviting spaces in different parts of the classroom for children to read; stock them with a variety of reading materials.
- Provide time when children are encouraged to look at books on their own.
- Promote positive feelings about reading. Allow children to choose books they want to read. Reread favorite books.

7

- Connect children's areas of interest and life experiences and help them recognize those connections.
- Make available multicultural books and materials to help children develop a sense of and respect for individual differences.
- Create a connection between home and school through such means as developing a take-home book program, sharing books from home, engaging parents in literacy experiences, holding workshops or creating a newsletter for parents.
- Draw children's attention to print in the environment and discuss what it is communicating (e.g., through daily class news, instructions, labels and menus).
- Assist children in creating their own books, class books and stories.
- Provide multi-sensory approaches to assist reading (e.g., tape players, computers and assistive technology).
- Point out authors and illustrators and discuss what makes a book a favorite book.
- Respond to children's observations about books and answer their questions.
- Provide children with materials they can use to act out and retell stories (flannel board cutouts, puppets, props, pictures, etc.).
- Re-read books multiple times, changing the approach as children become familiar with the book. On occasion, ask questions that tap their understanding of why characters are doing things and talk about the meaning of unfamiliar words.
- Play word and rhyme games. Sing songs. Repeat chants.
- Use children's names to mark turns, keep track of who is present, etc., to help them become familiar with the letters in many children's names.
- Discuss letter names in the context of daily activities (as opposed to teaching one letter per week) and provide opportunities for children to hear specific letter sounds, particularly beginning sounds.
- Provide opportunities to explore letters and sounds (e.g., with literacy tools and models such as magnetic letters, rubber stamps, alphabet puzzles, sponge letters, clay ABC molds and alphabet exploration software).
- Make available books in children's home languages.

Strategies for Families
- Read to your children every day.
- Help instill good reading habits by regularly reading books, magazines, newspapers, etc., and discussing what you read.
- Bring into your home a variety of high-quality reading materials that are relevant and interesting to children.
- Talk about connections between your child's experiences to events and objects in books.
- Visit the library regularly with your child and encourage her to select favorite books. Also encourage friends and relatives to give books as gifts.
- Encourage children to read books along with you, ask questions and retell the stories they hear. Reread favorite books.

8

- As you read, call attention to the many different kinds of written materials in your home (labels, newspapers, magazines, recipe cards, greeting cards, etc.) and in the outside world (billboards, menus, signs, etc.).
- Share alphabet books. Put magnetic letters on the refrigerator. Point out letters in familiar names and signs.
- Recite nursery rhymes. Sing songs. Play word games.
- Give children magazines, menus, lists, notes, tickets and other print materials to use in make-believe and in acting out stories.
- Remember to use your home language when reading, singing and playing word games with your children. You will be helping your child learn and enjoy the time you spend together.

9

Foundations for Writing

Foundations for writing involves a progression of developing skills, beginning with using symbols with meaning, then writing scribbles that have meaning and attempting to make letters.

Widely Held Expectations
Children begin to:
- Use a variety of writing tools and materials (e.g., pencils, chalk, markers, crayons, finger paint, clay and computers).
- Use a variety of writing in their play and for a variety of purposes (e.g., labels, lists, signs, messages and stories).
- Represent thoughts through drawings.
- Represent thoughts and ideas through marks, scribbles and letter-like forms.
- Learn how to tell their thoughts for an adult to write.
- Play with writing letters and mastering conventional letter forms, beginning with the first letter of their name.
- Use known letters and approximations of letters to write their own name.
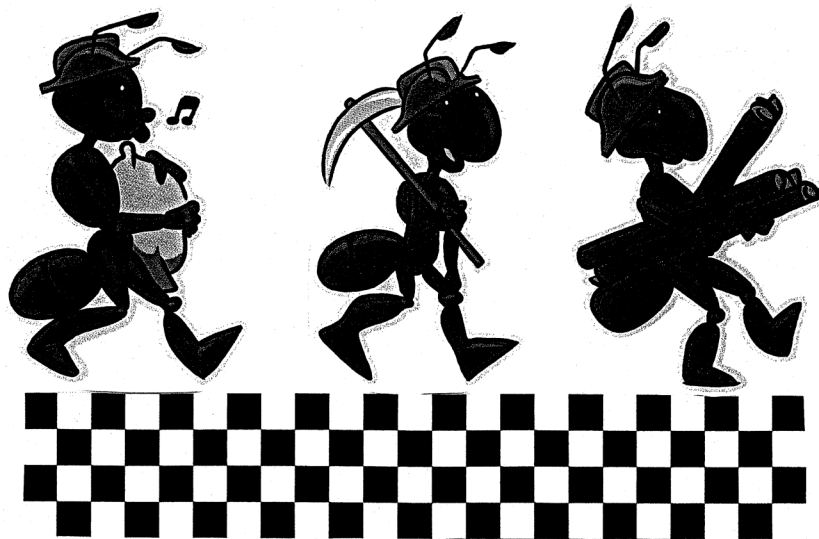- Attempt to connect the sounds in a word with its letter forms.
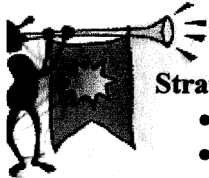
Strategies for Early Educators
- Give children opportunities to draw, scribble and print for a variety of purposes.
- Provide a variety of easy-to-use tools, such as markers, crayons, pencils, chalk, finger paint and clay. Provide adaptive writing/drawing instruments and computer access to children with disabilities.
- Promote literacy-related play activities that reflect children's interests by supplying materials such as telephone books, recipe cards, shopping lists, greeting cards and storybooks for use in daily activities.
- Provide a variety of literacy props in centers (e.g., stamps and envelopes for the post office, blank cards, markers and tape for signs in the block center).
- Help children use writing to communicate by stocking the writing center with alphabets and cards that have frequently used and requested words (e.g., "love," "mom," "dad" and children's names with photos).
- Show step-by-step how to form a letter on unlined paper when a child asks for help.
- Encourage children to retell experiences and describe ideas and events that are important to them through pictures and dictation.
- Write down what children say in different settings and share those dictated writings with them.
- Think aloud as you model writing for a variety of purposes in classroom routines (e.g., thank-you notes, menus, recipes).
- Assist children in making their own books and class books.
- Display children's writing and comment on their successes.

10

- Use unlined paper for children's writing so they will focus on letter formation instead of letter orientation (i.e., where to put letters on lines).

Strategies for Families
- Encourage your child to scribble, draw and print by keeping markers, crayons, pencils and paper on hand.
- Talk about what you are doing as you write, to help your child relate writing to everyday life (such as making out a check or creating a shopping list).
- Invite your child to help you write a note or compose a greeting card.
- Respond enthusiastically to the drawings, scribbles, letter-like shapes and other writing your child produces.
- Allow your child to experiment with forming familiar letters, names and words.
- When your child asks, help with copying and writing familiar words and numbers, such as family names and your telephone number.
- Encourage children to retell experiences and describe ideas and events that are important to them.
- Provide food packages and magnetic letters for your child to explore letters and sounds. Point out writing on packages.
- Accept and celebrate your child's writing attempts, understanding that it takes many years to learn to form letters and spell in conventional ways.

1. Assistive Technology Ideas for Aids to Daily Living

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Reduce clutter • Daily schedule • Weekly schedule • Color coding for location and identification • Clear simple directions • Break information down into small steps • Model the activity • Provide examples • Teach skill to over-learning and generalization • Establish routines and timelines • Provide lists • Use pictures for cues, recipes, for lists • Provide guided practice in real situations • Personal care assistant	• Non slip materials – Dycem, shelf liner • Universal cuff to hold items in hand • Adapted drinking cup – i.e. Nosey Cup, cup with handles, weighted cup, cup with lid • Adapted eating utensils with foam handles • Scoop plates, guards for plates • Rocker knife • Adapted cooking utensils • One handed can opener • Button hook or loop • Adapted toothbrush • Raised toilet seat • Toilet splash guard • Shower rails • Shower chair • Electric toothbrush • Long handle shoe horn • Adapted posts and pans with built-up handles • Reachers • Lowered counter/work space • Sock aid • Bibs • Dressing sticks • Velcro fasteners on clothing • Toilet aids • Velcro shoe fasteners	• Light switch extension • Interface and switch to activate battery operated devices • Interface and switch to turn on electrical appliances (radio, fan, blender) • Radio/ultrasound to remote-control appliances • Electronic aid to daily living to control environment in connection with an augmentative communication device • Automatic self-feeder • Books on tape **Computer/Software** • Organization/reminder software • Software that teaches daily living skills • Money skills for learning and for budgeting • Internet access • Writing with symbols • Templates for writing • Text-reading software

2. Assistive Technology Ideas for Computer Access

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Use built-in accessibility features of a computer • Built-in spelling and grammar check, thesaurus • Glare reduction • Adjust contrast • Change background, font color • Positioning at the computer, optimal for client • Lighting • Arms supported as needed • Peer support or assistance • Participation in group activities	• Adapted mouse • Trackballs or trackpads • Joystick • Head pointer/mouth stick • Magnifiers • Increase font size • Key guards • Switches • Numeric keyboard used as mouse • Key caps • Stickers on keys • Moisture guards • Keyboard covers, flaps and templates • Letter board • Key caps with Braille • Tactile displays for alternate keyboards	• Adapted or Alternative keyboards (various) • Braille printers and displays • Touch window • Head pointing systems • Scanners • Optical Character Recognition (OCR) • Amplification • Eye pointing/camera systems • Switch with Morse Code • Switch with scanning • Magnification software • Voice recognition software • Screen readers • Text readers • Word prediction • Abbreviation/expansion software • On-screen keyboard • Predictive keyboards • Computer access from Augmentative Alternative Communication (AAC) device • Interactive whiteboard • Interactive whiteboard software • Preprogrammed multi-switch input boxes • Programmable multi-switch input boxes

3. Assistive Technology Ideas for Hearing

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Pen/pencil for writing • Picture communication • Sign language or finger spelling • Dry erase board • Meaning of facial expressions, gestures, body language • Always face the student/client • Gently touch shoulder to gain attention • Gain attention before you start speaking • Speak slowly, naturally and clearly • Do not exaggerate your lip movements • Break up longer sentences into smaller ones • Repeat new vocabulary in different contexts • Sequence topics relating to that previously learned • Use written announcements for assignments, due dates, exam dates, changes in schedule, special event dates • Provide outline of lesson/activity in advance • Use captioned films, videos • Avoid seating in heavy traffic areas • Seat near speaker • Do not talk while writing at the chalkboard • Eliminate background noises • Avoid standing where light source can cause glare when speaking • Work from concrete to abstract • Keep your hands away from your face when speaking • Maximize the use of visual media • Establish an in-case-of-emergency procedure • Use a note-taker or interpreter	• Flashing light for signaling phone, doorbell, fire alarm • Carbonless note taking paper • Talk about it – feelings cards • Vibrating alert • Vibrating alarm • Phone amplification	• TDD/TTY for phone access with or without relay • Closed captioning • Real time captioning • Hearing aid • Cochlear implant • Personal amplification system • FM loop or loop system • Infrared system • Auditory trainer • Environmental alerting devices **Computer/Software** • Portable word processor • Computer aided note- taking • Screen flash for alert signals on computer

4. Assistive Technology Ideas for Math

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Reduce clutter on desk • Seating position • Extended time for assignments/tasks • Reduced or alternative assignments/tasks • Use clear, simple directions with examples and checks for comprehension • Peer tutor/cross age tutor &/or volunteer • Allow manipulatives/counters/calculators • Functional application of math skills • Adapt worksheets and packets • Teach "counting on" & other math strategies • Alter type of information (i.e. give answer first) • Use visual cues (see light tech) • Large print • Use alternative page set-ups • Reduce number of items on page • Provide adequate space for students to write out solutions • Follow a standard format for worksheets • Use white space, boxes to fill in, individual cards with answers or answered problem • Eliminate need to copy problems • Minimize number of items on page • Avoid mixing "signs" on page • Teach imagery techniques • Use mnemonic devices • Use "Finger Math" http://klingon.cs.iupui.edu/~aharris/chis/chis.html	• Manipulatives (blocks, magnetic objects, etc.) with or without templates • Abacus (regular or enlarged) • Visual cues (# line, posters, templates, etc. • Note cards with terms/symbols as memory triggers • Use fact charts or Math dictionary • Dotted, highlighted or graph paper to line up math problems • Graph paper for place value • Circle or highlight computation sign • Calculators • Dice made with large squares of foam • Counting mat or boxes • Number line on desk • Mini whiteboard/chalkboard • Alter workbooks/worksheets • Flash cards w/ string & beads attached • Walking number line on floor • Multiplication grid • Lined paper turned sideways for columns • Card holders • Number stamps • Computational aides • Containers for counters • Tangrams • Geoboards • Visual/interactive support -overhead projector	• Talking calculators • Printing calculators • Braille calculator • Calculator with large keys, LCD, printout • Voice output measuring devices • Tactile graphics &/or measuring tools • Conversion calculators • Coin-U-Lator **Computer/Software** • On-screen calculator • Enlarged &/or talking &/or printing calculator • Software with templates for computation • Software for manipulation of objects • Accessibility Options in Control Panel • Software for adapted input methods • Simulation software for money skills, budgeting, etc.. • Math talking worksheet software • Spreadsheet software • Graph making software • Interactive online math activities • Word Equation Editor • paint program to complete worksheet • PowerPoint activities • Math freeware and shareware

5. Assistive Technology Ideas for Reading

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Seating position • Extend time for assignment/tasks • Use alternative assignments/tasks • Seating needs (hearing, seeing, distractibility, noise level, traffic pattern, near teacher or peers, etc.) • Desk modifications (lip on one side, match height to student, remove bin from underneath, stand rather than sit, use two desks to allow for movement • Reduce clutter on desk • Supply appropriate reading level • Provide means for self-selection of books • Reduce # of items and/or items on a page • Tape tests, untimed tests, or use a reader • Allow alternative methods to demonstrate comprehension • Select question format carefully • Teach and review test-taking vocabulary • Teach strategies to prepare for different types of tests/assignments • Provide extra cues or prompts • List critical vocabulary for content material • Provide discussion questions before reading • Easy access to books • Discuss assignments before reading • Use extra space between lines of print • Change text size, spacing, colors, etc. • Use student interest	• Slant board • Book holder • Page fluffers to help turn pages • Page extenders to turn pages • Laminate book pages • Enlarged print • High contrast materials • Tactile enhancements • Lighting adjustments (more, less, direction) • Books on tape • Highlight key points in textbooks and notes • Rubber tabs to turn page • Paper clips and a magnet to turn pages • Loose-leaf notebooks and page protectors • Word/sentence windows to guide reading • Eye gaze to choose books • Large print books • Pictorial directions • Add pictures, symbols, and/or signs • Label important items in room • Classroom devices with speech output • Teacher-created books • Letter/word tiles, scrabble tiles, magnetic • Highlight/mark syllables or target words • Magnifying ruler/word windows • Mini-flashlight • Word searches, crosswords, mazes • Reading window, showing one line of text • Props to support comprehension	• Electronic book readers • Voice recorder with/without adapted controls • Electronic/talking dictionary/thesaurus • Electronic page turner • Devices with speech output • Reading pens **Computer/Software** • Projector for showing reading material • Talking word processors with/or without earphones • Built-in accessibility options in Control Panel • Large, high resolution monitor • Screen magnifier • Change colors on software (background or font) • Braille output device • E-text • Storybook software • Download books from internet and upload to talking word processor (text-to-speech) • Scanner with OCR software to capture text and prepare it for use with text-to-speech • Single switch software for reading • Interactive reading software • PowerPoint to create clickable lessons • Enhance with definitions/explanations • Project Intersect http://cate.uoregon.edu • Interactive whiteboard

6. Assistive Technology Ideas for Recreation and Leisure

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Special Olympics • Big Brothers • Big Sisters • Scouts • Exercises, program and adaptive equipment • Modify game rules for simplicity • Pinch hitter • Interpreter – oral, sign, visual • Field trip – accessible bus • Research whether facility is accessible	• Toys adapted with Velcro, magnets, handles; for switch activation • Adapted sporting equipment • Lighted or beeping balls • Universal cuff/strap to hold objects • Modified utensils • Modified stamps with handles • Adapted spinners • Playing card holder • Water wings • Safety helmet • Tape recorder • Enlarged print • Picture books • Lifted pages; page fluffers • Templates • Book stands or holders • Ramp in the sand • Adaptive devices for eating out • Switches • Grips • Pool cue holder • Driving aids • Spin art • One-handed fishing rod • Adapted puppet stands	• Arm supports • Electronic aids to control TV, VCR, CD and DVD players • Swimming pool lift • Modified transportation • Adapted playground equipment • Special trikes, bikes • Closed captioning • Brailed games • Electronic book readers • MP3 players with adaptations **Computers/Software** • Draw and paint programs • Computer games • Simple access game spinners • Single switch software • Voice recognition software • Sticky keys • Touch screen • Interactive white board • Programmable multi-switch input boxes • Pre-programmed multi-switch input boxes

7. Assistive Technology Ideas for Seating, Positioning, and Mobility

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Preferential seating for location and lighting • Inquire in advance if bus is accessible • Physical assistant • Person-assist for walking • Person-assist for moving • Adjust height of table and chair	• Towel rolls • Pillows • Cushion • Wagons • Wedges • Bolsters • Tumbleform chairs • Cane • Crutches walker • Adapted toileting chair • Raised toilet seat • Splints • Floor mats • Bolster • Adapted swings • Scooters • Hand rails • Swivel chair • Gait belt • Transfer board • T-stool • Sidelyer • Weighted vest • Balls • Ball chair • Ball bath • Other lift systems (Hoyer Lift)	• Lifts • Standers • Motion table • AFO's • Braces • Manual wheelchair • Power chair • Powered scooter • Adapted vehicle for driving • Powered door opener • Adapted stroller • Lift chairs • Tilt-in-space system • Tilt tables • Power lift systems • Specialty wheelchairs

8. Assistive Technology Ideas for Speaking

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH

• Quiet environment
• Facing the communicator
• Maintaining eye gaze
• Writing the message down (esp. for students with ASD)
• Visual choices
• Multiple choices
• Pointing to pictures/letters/objects
• Adding pictures to objects; schedules; bulletin boards
• Allow single word communication
• Sign language
• Gestures
• Peer groups
• Teacher uses clear speech models
• Provide clear feedback
• Reflect back what the speaker has said
• Modify activity for increased practice
• Provide extra cues and prompts
• Allow for increased practice
• Partner models using communication system that student is learning
	• Dry erase board
	• Communication book
	• Story boards
	• Post-it notes
	• Cheat sheets showing location of words/sentences on a communication device
	• Letter communication board
	• Object tray
	• Mirror
	• Single message devices
	• Step listing devices
	• Recipe cards
	• Talking picture frames/photo albums
	• Mealtime placemat
	• Activity specific language boards
	• Electronic book reader
	• Talking books
	• Amplifiers
	• Communication notebooks
	• Communication flipbooks
		• Electronic/talking dictionary/thesaurus
		• Communication devices
		  o Multiple level voice output
		  o Paper displays
		  o Dynamic screen displays
		  o Spelling based system
		  o Computers w/ communication software
		  o Cell phone with texting
		• Passy Muir Valve
		• Electro-larynx
		
		Computer
		• Talking picture word processors, such as Clicker 5, Boardmaker Plus/Writing with Symbols, Picture It and Classroom Suite 4
		• Word prediction software (such as Co:Writer
		• Word abbreviation software
		• Screen/text reading software
		• Biofeedback- viewer

9. Assistive Technology Ideas for Studying and Organization

Assistive Technology: Ideas for Reading, Writing, Math, Studying & Organization. This publication is used with permission.

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Connect learning to students' lives and prior knowledge • Reduce clutter on desk • Clear, simple directions, check comprehension • Prioritize tasks with time suggestions • Use peers/cross-age tutors/volunteers • Attach assignments, schedule, checklist, timetable, etc. to desk • Allow separate settings for tests/assignments • Have student arrive early to go over day's play, preview materials or tasks • Provide daily and weekly assignment sheets • Use alternative page set-ups • Model the activity or provide examples • Break information into steps • Home texts/materials for preview/review • Seating needs and position • Pre-teach vocabulary • Teach study skills and self monitoring • Use cooperative learning groups • Provide guided practice • Routines for handing in work, heading papers, etc.. • Provide essential fact list • Photocopy information ahead of time • Prepare summary of important facts with blanks to be filled in by student • Use physical cues/gestures • Cover parts of page/worksheets	• Organizers for materials (drawers, bins, etc.) • Organizers for desk • Highlight key words and instructions • Use a "Notebook Control System" • Use Post-It notes, flags • Highlighter tape/pens and erasable pens • NCR paper for notes • Record instructions • Supplementary, multi-modality materials • Vocabulary files, cards, or books • Pre-label, highlight, punch and collate handouts • Pictorial schedule/assignments • Color-coded filing system (index tabs, folders, notebooks, book covers, etc.) • Voice output reminders for assignments, studying, steps of task, schedule, etc. • Study sheets to organize material • Change lighting (light on desk, back to window) • Book holders • Overlays/acetate on text pages • List of confusing words • Business cards/mailing labels • Combination analog/digital watches • Phone dialers • Talking clocks • Day-timers, schedulers and planners • Headphones with white noise or music • Flashlight or light pointer	• Recorded materials (i.e. books on tape) • Tape lectures with number coded index • Mini pocket recorders • Portable electronic organizers, date books, etc.. • Digital recorder/voice organizer • Videotape lesson for later review • PDAs **Computer** • Software for manipulation of objects, and concept development • Software for organization of ideas and studying • Use of word processor templates • Software that embeds support for vocabulary within text • Online dictionary and thesaurus • Online sites for research • Interactive whiteboard • Personal amplification system • Webbing, mind-mapping software • Outline in word processors • Calendar/schedule making software • Simplifying computer desktop with folders, shortcuts, etc. • Adding graphics to folders for easier identification

10. Assistive Technology Ideas for Transition to Adult Life

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Provide social opportunities • Visit community centers • Use of self care devices • Use of AAC devices or systems • Create peer support • Friends as support services • Recreation mentor • Provide access to the internet • Group home placement • Companion • Vocational education training • Teach to recognize symptoms, health needs • Job shadowing • Job coaching to obtain volunteer position • Job coaching to obtain paid employment • SAT/GED testing in an alternative format • Icon-based instructions, maps • Shopping list template • Visual budget • Training to travel independently • Multi-agency collaboration, planning	• Picture recipe cards • Picture cards for transportation • Picture schedules • Timer • Alarm clock • Simplified budget system • Calculator, regular or talking • Communication wallet • Emergency info system • Picture/large button phone • Memory dial • Talking watch/clock	• Calculator that writes checks • Portable word processor • Personal digital assistant (PDA) • Reminder system • Accessible phone/communication system • Emergency alert system **Computer/Software** • Talking word processor • Accessible internet access • Text reader • Planning/organizing software

11. Assistive Technology Ideas for Vision

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Oral presentation of material, directions, tests • Contrast • Reduce glare • Large print • Color overlays • Sans serif fonts (Arial, Tahoma) • Peer note taking • Carbonless paper for note taking • Raised line paper • Dark lined paper • Glue or raised paint guides • Guides made with Wikki sticks • Textures cues • Texture boards • Slant boards • Orientation training • Mobility training • Position at activity • Tactile cues	• Dark pens • Markers • Writing guides, including checks, letters, envelopes • Check-writing guide • Large print address book, calendar • Large print check register • Abacus • Tactile ruler • Pill minder • Four track player/recorder • Braille label writer • Magnifiers (various) • Label maker • Tactile overlays • Walking stick • Mobility cane with roller tip • Adapted rec-leisure equipment • Clothing markers • Clip holders for cane • Cane pouches and holsters • Wooden board and cell slate • Braille stylus • Bagel biter or trap • Food chopper • Cutting board with slicing guide • Audible battery tester • Liquid level indicator • Note teller • Raised letter & Braille measuring cups/spoons	• CC-TV • Magni-Cam • Large button calculator, phone, keyboards, remote controls • Large numbered clocks • Braille clocks and watches • Talking clocks and watches • Laser cane • 3-in-1 tracker • Talking books • Recorded books • Braille books • Talking thermometer • Speaker phone • Talking scale • Voice announcer for caller ID • Self-threading sewing machine • Braille compass • Talking compass • Talking tape measure • Voice recognition organizer **Computer/Software** • JAWS • Zoomtext • Kurzweil • Built-in accessibility features on a computer • Braille printer • Braille embosser • Typing tutor • Text-to-speech software

12. Assistive Technology Ideas for Writing

STRATEGIES AND MODIFICATIONS	LIGHT-TECH	HIGHER-TECH
• Extend time for assignments/tasks • Reduce or use alternative assignments/ tasks • Adjust seating position (90° x 90°x 90°) • Peer "scribe" for note taking or dictation • Seating needs (hearing, seeing, distractibility, noise level, traffic pattern, front/back of room, near teacher or peers, etc.) • Desk (wheelchair accessible, laptop, tilt, flip top desk, lip on side of desk, large table, stand rather than sit, study carrel, etc.) • Reduce clutter on desk • Allow word cards, spelling list, hints, etc. • Allow alternative methods, i.e. oral report • Do not penalize for misspellings, poor writing or grammar on draft • Allow single word or short answers • Give multiple choice tests • Allow either printing or cursive • Use checklists to help get started • Teach and review test-taking vocabulary • Provide models of writing tasks • Lighting adjustments (more/less/ direction) • Provide outline/lecture notes beforehand • Provide spelling journals • Brainstorm ideas before beginning to write • Use remnant books for topic setting • Develop idea lists for topic setting • Model using the writing instrument used by student	• Pencil grips/holders • Short pencil stub • Pens with different grips • Sentence strips • Straps/splints; "T" holder for pencil • Spinner with parts of story • Eye gaze symbol or alphabet boards • Wrist weight/hold down • Slant board or easel; or use 3" 3-ring binder • Dycem/other material to prevent slippage • Name/number/date/stamps • Magnetic letters and board/cookie sheet • Line indicators (raised line, w/ mid-line, etc) • Sections on paper (draw lines, fold, etc.) • Type of paper (graph, textured, colored, etc.) • Provide extra white spaces • Highlight or color code special words or parts of speech • Put less information on page • High contrast colors • "Post-it" notes for "fill in the blank" tests • Word cards, book, wall or file • Pocket dictionary/thesaurus • Pencil/pen attached to desk • Word/sentence windows • Trace letters/numbers/words with highlighter • Stencils to trace letters • Tactile letters/words	• Labeler • Electronic/talking dictionary/thesaurus • Digital recorder/voice organizer • Portable note-taker (regular or Braille) • Portable word processor, with or without word prediction, word banks, built-in dictionaries **Computer** • Word processors, w/ or w/o speech feedback • Spelling and grammar checker • Keyguard (with reduced # of keys) • Keyguard (for all keys) • Alternative mouse and/or keyboard • Accessibility Options in Control Panel • Screen/text reader • Word processor "forms" feature • Enlarged or Braille key caps, labels. covers • Screen flasher when sound is emitted • Alternative methods to access keyboard (mouthsticks, headsticks, electronic) • On-screen keyboard • Touch window/screen • Switch control (single or multiple • Utilities to enlarge the cursor, hold Windows open, assist with click/drag, etc. • Voice recognition • Software strategies (word prediction, abbreviation expansion, etc.) • Software for organization and expression • Graphic organizer software • Software for screen magnification • Draw/paint software

Internet Literacy Resources

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The following websites offer a variety of articles and information as well as links to other web pages of related interest.

FOR FAMILY MEMBERS AND TEACHERS

www.ldonline.org

Learning Disabilities Online

Focuses on monthly theme. Offers a variety of past articles, opportunities to send questions to guest experts, a kids' page with activities, a list of kids books about students with disabilities.

www.getreadytoread.org

Supports the National Center for Learning Disabilities campaign to provide parents, caregivers, and teachers with tools to build early literacy skills.

www.pbs.org/parents

Information for parents about child development, math, reading, and much more.

www.colorincolorado.com

A bilingual site for families and educators of English language learners to help become better readers.

www.adlit.org

Resources for parents and educators for kids in grades 4-12.

www.rif.org

Educational resources designed to help families support reading and writing. Kids can enjoy reading games, activities, and booklists.

www.literacycenter.net

Resources in four different languages for parents and teachers of preschool and kindergarten students.

WEBSITES FOR CHILDREN
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www.sesameworkshop.org

Features characters from the PBS show. Sesame Street. Provides interactive learning reading readiness activities, songs, and other activities. Also gives child development games, information for families.

www.readingrockets.org

Offers strategies, lessons, activities, and ideas designed to help young children learn to read.

www.ldonline.org

Click on Kids.

Includes kids' artwork, stories, and poems. Gives students information about self-advocacy skills and other helpful tips. Also provides book titles about kids who experience learning differences.

www.pbskids.org/lions

Offers stories, games, and activities for kids and information for parents and teachers.

www.starfall.com

Activities and games that teach children to read with phonics. Designed to help Pre-K to second graders with reading skills. Content includes letter sounds, animated stories, and interactive games.

www.kidspace.com

Games, stories to read, and facts about the world we live in.

www.learning.blogs.nytimes.com

Designed for students grade 3 and up. Includes a variety of activities based on the New York Times content.

www.vocabulary.co.il

Vocabulary building games for students K-12.

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Watch for coming *Research to Practice Briefs* offering further information about Collaborative Strategic Reading (CSR) and Strategic Instruction Model (SIM).

Never too Late: Approaches to Reading Instruction for Secondary Students with Disabilities

Ann T. Clapper, Ed.D., Christine D. Bremer, Ph.D., and Mera M. Kachgal, M.A.

The Problem

Today, too many children, including students with learning disabilities, do not learn to read proficiently in the primary grades. A recent National Assessment of Educational Progress (NAEP) report indicated that 38% of fourth grade students read below the basic level (Donahue, Voelkl, Campbell, & Mazzeo, 1999), which is defined as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade." (National Assessment Governing Board, undated, para. 2). If students do not learn to read at or close to grade level by the end of elementary school, they enter the secondary grades unable to meet the demands of their content area classes (Lyon, 1997).

Policymakers have shown their concern about low levels of academic achievement by promoting and enacting reforms to assure that all students meet high standards in reading, writing, mathematics, and other subject areas. The reauthorization of the Elementary and Secondary Education Act (ESEA) calls for annual testing of reading skills in grades 3-8 and requires that states "hold districts and schools accountable for improving academic achievement" (Bush, 2001, Policy section, para. 2). This national commitment to accountability has been titled the *No Child Left Behind Act* by the current administration. (Bush, 2001, Title).

Two Models that Help Secondary Students with Disabilities

If districts and schools are going to be held accountable for improving reading scores, then they must have a clear understanding of the factors that contribute to reading achievement, the needs of their students relative to these factors, and the various approaches that are available to meet students' needs. Peterson, Caverly, Nicholson, O'Neal, and Cusenbary (2000) reviewed the research and related literature on secondary students who have difficulty reading and identified four factors necessary for students to become proficient readers: "(a) the motivation to read, (b) the ability to decode print, (c) the ability to comprehend language, and (d) the ability to transact with text (i.e., to actively seek informa-

tion and make personal responses)" (p.14). Two approaches developed to improve the reading skills of secondary students with learning disabilities are Collaborative Strategic Reading (CSR) and Strategic Instruction Model (SIM).

Collaborative Strategic Reading (CSR)

CSR (Klingner & Vaughn, 1998) was designed specifically for students with learning disabilities and students who are at risk of reading failure. This strategy adapts reciprocal reading (Palincsar & Brown, 1984) and incorporates cooperative learning (Johnson & Johnson, 1989). CSR utilizes four strategies —

1. Preview (students brainstorm about the topic and predict what will be learned; occurs before reading);
2. Click and Clunk (students identify parts of a passage that are hard to understand, then using four "fix-up" strategies);
3. Get the Gist (students identify the most important information in a passage); and
4. Wrap Up (students ask and answer questions that demonstrate understanding; review what was learned) (Klingner & Vaughn, 1998).

Students are also taught to use the following cooperative group roles —

- Leader (determines next steps for the group);
- Clunk Expert (reminds group of steps);
- Gist Expert (guides the group through getting the gist);
- Announcer (asks group members to carry out activities); and
- Encourager (gives encouragement to group members) (Klingner & Vaughn, 1998).

In CSR, the teacher's initial role is to teach each of the strategies and student roles to the entire class prior to reading. This activity may take place over several days and includes identifying in advance the vocabulary words from the reading materials which students will probably not be able to figure out through the group process. Once students are ready to implement the CSR process, the teacher introduces the material to be read to the entire class.

Then, taking on the role of facilitator, the teacher monitors small group process. After each day's reading assignment is completed, the teacher leads a wrap-up involving the entire class.

Studies of CSR effectiveness found gains in reading comprehension for students with disabilities, as well as others such as English Language Learners (ELL) (Bryant, Vaughn, Linan-Thompson, Ugel, & Hougen, 2000).

Strategic Instruction Model (SIM)

SIM consists of a package of components for use by students with learning disabilities (Deshler & Schumaker, 1988), as well as instructional tools for use by teachers (Schumaker, Deshler, & McKnight, 1991). The learning strategies portion of SIM helps students with disabilities to more effectively manage the demands of their general education courses (Deshler, Schumaker, Lenz, et al., 2001). Strategies specifically related to reading are —

- Paraphrasing (students express main idea and details in their own words);
- Self questioning (students develop questions concerning reading passages and read to find answers);
- Visual imagery (students visualize scenes in detail); and
- Word identification (students decode unfamiliar words by using context clues and word analysis).

A review of research on the effectiveness of the Learning Strategies Curriculum found that students with learning disabilities who had learned to use the strategies gained in classroom achievement (Schumaker & Deshler, 1992). According to Deshler, Schumaker, Lenz et al. (2001), "When students are taught these strategies in a systematic, intensive fashion, they demonstrate gains that enable them to perform at or near grade level in each literacy area" (p.100).

The Content Enhancement Routines in SIM help teachers manage and present the content of their classes in ways that help all students learn. Content Enhancement Routines include: organizing routines, which help students understand how information is organized; understanding routines, which help students identify the main idea and concepts in

reading material; recall routines, which help students remember key information; and application routines, which help students apply what has been learned (Deshler, Schumaker, Bulgren et al., 2001).

An example of an understanding routine that aids comprehension is the Concept Anchoring Routine (Deshler, Schumaker, Bulgren et al., 2001). This routine helps students connect what they already know to new information they are learning and involves the use of an instructional tool called the Concept Anchoring Table (see below), which is a tool for teachers to use in displaying information. The table is constructed interactively in class during a teacher-facilitated discussion, and helps students understand new material by linking it to existing knowledge.

Research on the Content Enhancement Routines found that teachers' use of these instructional tools enhanced the achievement of students with learning disabilities (Lenz, Bulgren, & Hudson, 1990).

Concept Anchoring Table

Name_____ Date_____ Topic_____

Anchors	3. Known Information	2. Known Concept		1. New Concept
1. Announce the New Concept	furnace	Temperature control in modern buildings		Temperature control in warm-blooded animals
2. Name the Known Concept	controls			
3. Collect Known Information	heated and cooled	**4. Characteristics of the Known Concept**	**5. Characteristics Shared**	**6. Characteristics of the New Concept**
	air conditioner			
4. Highlight Characteristics of the Known Concept	thermostat 72 degrees closed buidlings supermarkets	Temperature inside stays the same (72 degrees F)	Internal temperature stays the same	Body temperature must stay the same (98.6 degrees F)
5. Observe Characteristics of the Known Concept		A thermostat can tell if temperature starts to change	There is a way to tell if the temperature starts to change	Nervous and endocrine systems can tell if temperature starts to change
6. Reveal Characteristics of the New Concept		When the temperature changes, the thermostat sends signals	When temperature changes, a sensor sends signals	When temperature changes, the nervous and endocrine systems send siqnals
		The signals start action in the furnace or air conditioner	The signals start other systems	The signals start action in circulatory system or muscles
7. State Understanding of the New Concept		The furnace or air conditioner corrects building temperature to 72 degrees	The systems correct the temperature	The circulatory system muscles correct body temperature to 98.6 degrees F

7. State Understanding

An analogy can be drawn between the temperature control in modern buildings and in warm-blooded animals, because in both the internal temperature stays the same, and there is a way to tell if the temperature starts to change. If the temperature starts to change, each has a sensor to send signals and these signals start other systems that correct the internal temperature.

Deshler, Schumaker, Lenz et al. (2001) also noted that the performance of most students with and without learning disabilities improves when general education teachers use the Routines in academically diverse classrooms.

Other Approaches

CSR and SIM were the only two approaches identified by Peterson et al. (2000) as having been designed and developed specifically for students with disabilities. However, Peterson et al. also identified a number of research-based reading approaches designed for use with the general population of struggling secondary readers. They classified several approaches as being well-established or established, and, of these, the following were identified as effective with students with disabilities —

- Fluency strategies: Fluent readers model oral reading for nonfluent readers; nonfluent readers repeat readings of text.
- Vocabulary strategies: Students or teachers select vocabulary words; students use words in sentences or create visual images to remember words.
- Study guide strategies: Teachers develop study guides that students use to help them identify and understand key concepts in content area reading.
- Literature-based approaches: Students read literature and then talk and write about what they've read.
- Reciprocal reading strategy: Students use four strategies to help them increase their ability to monitor and improve their own comprehension (Palincsar & Brown, 1984).
- Text mapping strategies: Students and teachers use strategies to identify key concepts and understand relationships between key concepts.
- Vocabulary and concept mapping: Students learn vocabulary words and concepts through graphic representation.
- Word analysis strategies: Students learn ways to decode unfamiliar multisyllabic words.

There is no one best way to help students with disabilities or struggling readers acquire necessary skills. Educators can use a variety of approaches to provide meaningful and productive reading experiences for all students (Lyon, 1997; Learning Disabilities Association of America, 2001). In addition, Fisher, Schumaker, and Deshler (in press) state that in order to increase the achievement of students with learning disabilities to appropriate levels, both student-focused and teacher-focused interventions are needed.

Suggestions

- Select reading programs or strategies based on recent research that have been shown to be effective with students with disabilities and others at risk of reading failure (see references section of this Brief for additional information).
- Use local student achievement data during IEP meetings and in daily instructional planning to guide the selection and implementation of programs and strategies to be used.
- Provide professional development opportunities to assist teachers in implementing and maintaining new reading programs or strategies.
- Provide administrative support for secondary reading programs or strategies that are implemented.
- Use sound data gathering and analysis methods to determine whether the selected programs or strategies are increasing students' reading skills.

Conclusion

Full participation in the adult world requires the ability to read materials encountered in the home, community, and workplace. Increased emphasis on addressing the needs of struggling secondary readers can be expected to pay dividends in improved academic performance and future career success. Fortunately, there are a number of effective approaches available to help secondary students improve their reading skills. By selecting research-based approaches, providing needed resources and support to teachers, and evaluating student outcomes, educators will ensure the success of their efforts to improve secondary students' reading skills.

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Web Resources

University of Kansas Center on Research on Learning

http://www.ku-crl.org

Provides information about SIM including a brochure, Spotlight newsletters, resources, and Web sites for related topics and organizations.

Southwest Educational Development Laboratory, Reading Resources

http://www.sedl.org/pubs/reading16/7.html

Includes resources on reading research and assessment, and a link to the document, "Building Reading Proficiency at the Secondary Level: A Guide to Resources."

Texas Center for Reading and Language Arts, University of Texas at Austin

http://readingserver.edb.utexas.edu/cgi-bin/start.cgi newindex.html

Provides information about the CSR. Focuses on professional development for educators, and research and evaluation on reading and language arts.

IDEAs that Work
U.S. Office of Special Education Programs

The College of Education & Human Development
UNIVERSITY OF MINNESOTA

Non-profit Org.
U.S. Postage
PAID
Mpls., MN
Permit No. 155

36
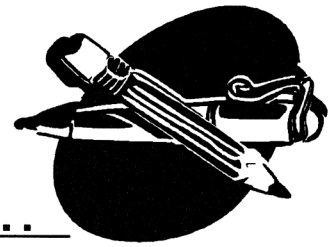
Questions Parents Can Ask...
About Spelling, Writing & Testing

Parents of children with disabilities who are receiving "special education" reading instruction need information to participate in writing the IEP (Individualized Education Program) and in working with their children at home. When speaking with your child's teacher(s) or education specialist, use the following questions to help you gather the information you need. And remember if you do not understand something, ask to have it explained thoroughly.

If You Have Questions about Spelling, ask . . .

1. What impact does my child's reading ability have on his spelling?

2. How do you blend reading, writing and repeated practice activities in the classroom to help my child become a better speller?

3. How do you decide what words my child will have for spelling?

4. Are they words my child will use in writing?

5. What supports are used in the classroom to promote accurate spelling? Can I use these at home? If not, are there other supports that will work at home?

6. If your child seems to do well on spelling tests yet shows little improvement on spelling when he writes, ask: Can you tell me some ways I can support his transferring spelling test words into his writing?

If You Have Questions about Writing, ask . . .

1. How is my son's writing affected by his reading abilities?

2. How are you helping my child learn to write his own ideas more clearly?

3. How often does my child write each day?

4. What kinds of writing activities does he do?

5. Can you tell me what writing strategies you are teaching my child so that I can prompt him to use them when he writes at home?

If You Have Questions about Testing, ask . . .
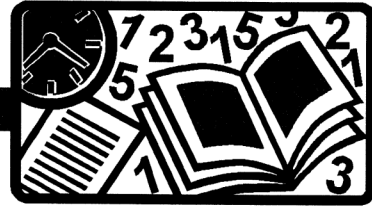
1. Will my child be able to pass the state's End-of-Grade test in reading?

2. What are you doing to prepare her for the test?

3. What testing accommodations are available for my child?
   (For example, extended time, writing in the test booklet, modified environment, instructions read aloud, one on one)

4. If your child is not working on the same reading level as many of her same-age peers, ask: Can you tell me how you are measuring her progress in reading to make sure that she continues to progress and does not fall further behind?

For More Information About Literacy and Reading. . .

1. **Internet Websites & Resources** —

    Colorín Colorado: Helping Kids to Read ... and succeed
    Para ayundar a los niños a leer ...y a triunfar
    www.colorincolorado.com
    International Children's Digital Library: www.icdlbooks.org
    International Reading Association: www.reading.org
    National Center for Family Literacy: www.famlit.org
    US Department of Education: www.ed.gov

    Access a variety of literacy links at: www.ecac-parentcenter.org under "Links".

2. **ECAC Lending Library** - Access over 30 titles on reading, *including*:

    #4017: Teaching Students with Disabilities to Read, by Carolyn Denton and Jan
    Hasbrouck. This 40-page booklet explains key areas of reading and suggests activities and resources for
    parents, reading tutors and teachers.
    #4021: Beginning Reading Instruction: Practical Ideas for Families
    #4220: Instrucción para Comenzar a Leer: Ideas Prácticas para la Familia
    Available in English and Spanish, this 16-page booklet covers the essential elements of beginning reading
    and provides many user-friendly tips and activities for families.
    #4033 Literacy Resource Guide for Families and Educators
    This is a new 52-page guide to literacy resources. Each listing includes symbols to help identify
    specific skills the publication will address and as well ordering information.

    *A full listing of literacy titles is available online at www.ecac-parentcenter.org or by calling
    704-892-1321 or 1-800-962-6817. Books may be borrowed by calling the ECAC office and will be
    sent to you with a return, postage paid envelope.*

3. **ECAC NewsLine** — Access these articles at www.ecac-parentcenter.org under Newsletters.

    * *Students with Disabilities and Reading* — Spring 2001, p. 8
    * *Help Your Child Read and Write Now* — Fall 2001, p. 12
    * *Helping your Child with Reading Comprehension* — Fall 2002, p. 10
    * *Reading to your Child: The Benefits of a 10-Minute Read Aloud* — Fall 2002, p. 11
    * *Literacy is for All... Including Students with Severe Disabilities* — Winter/Spring 2003, p. 13
    * *Helping Your Child Read and Understand* — Fall 2003, p. 10

"It's such a wonderful feeling to watch a child
discover that reading is a marvelous adventure
rather than a chore."

Zilpha Keatley Snyder

Questions Parents Can Ask...
About Reading Improvement

Parents of children with disabilities who are receiving "special education" reading instruction need information to participate in writing the IEP (Individualized Education Program) and in working with their children at home. When speaking with your child's teacher(s) or education specialist, use the following questions to help you gather the information you need in the boxes provided. And remember if you do not understand something, ask to have it explained thoroughly.

If you have questions about your child's overall reading progress, ask...

1. What is my child's grade level in reading? What does that mean she can do?

2. Where does she need to improve?

3. Is there a difference between how well my child reads individual words and how well she understands what she reads? If so, what can we do to improve the weaker areas?

4. Are you using a specific program to teach my child? If so, what skills does this program teach?

4. What resources can you give me to use at home to help my child?

5. What kinds of activities can we do <u>before</u> and <u>after</u> my child has read to help her understand the information?

If you have Questions about Reading Instruction in other subject areas, ask…

1. Which accommodations does my child need in core academic and special area classes to support her reading, writing and spelling needs?
(You need to make sure that the special ways of addressing these literacy needs are specifically described in your child's IEP.)

2. What are my child's other teachers doing to support and help her in light of her reading, writing and/or spelling needs?

THE SUPPORTS YOUR CHILD NEEDS <u>*MUST*</u> BE INCLUDED IN THE IEP.

Literacy Resource List

The US Department of Education Publications offers many free resources in print to parents. To order, write to ED PUBS, PO Box 1398, Jessup, MD 20794-1398, call 1.877.4-ED-PUBS or go to www.edpubs.org/website/Content/searh.asp

The US Department of Education website offers resources in English and Español.

Go to http://www.ed.gov to search for the following:

Publications designed to help parents support children's early reading development.

Research and practical information aimed to help teachers to help students learn to read.

Publications to help principals and other school administrators support the development of strong reading instruction.

Recursos en Español.

Parents wanting to help their child to be successful in school can find resources to help build their own literacy skills and increase their English language skills can find helpful tips at the following website.

www.gedpractice.com

www.keynews.com

www.tv411.org

The following site www.getreadytoread.org is a site that offers free resources to make learning fun. This site offers exciting and friendly ways to make helping children develop early literacy skills easier by offering various activities in English and Spanish versions.

Here you will find links to early childhood and early literacy resources that you can easily print out and use. These pages, booklets and pamphlets are perfect for your own home use or to copy and distribute to teachers or parents of young children. Also there is a free toolkit for Early Childhood Educators to help educators and child care providers prepare their children for kindergarten.

All of these resources are free and easy to print out.

Literacy Is For ALL

Improving Outcomes for Children with Disabilities

- **Introduction: Focus on Literacy**
- **Building Blocks of Literacy**
- **Literacy for Children with Special Needs:**

Response to Intervention (RTI) and Inclusion

Understanding Autism Spectrum Disorder

- **Highlights of the "live" Literacy Toolkit Workshop**
- **Assistive Technologies for Literacy**
- **Literacy In Action: Real Life Success Stories**

Parents Input Is Essential

- Use the All About Me book as a starting place

- Look for ways to infuse literacy throughout the day

- Most reading activities can be modified so that all students can meaningfully participate

Literacy in Practice:

Highlighting Individual Students with Disabilities

- Student with Down Syndrome demonstrating reading progress in school

- Student using an augmentative communication device to increase access to literacy

- Emerging writing and reading demonstrated by a student with multiple disabilities

Ways To Use The Literacy DVD

- View it yourself to increase understanding of literacy for students with disabilities

- Show short clips at meetings to demonstrate possibilities to the team regarding literacy

- Use for in-service training

- **Coming In The Future:** Train the Trainer Guide

Questions?

SIG website: http://sig.cls.utk.edu/

Our contact information:

Reggie Curran	865-974-1320	rcurran@utk.edu
Lisa Crawford	865-974-1659	lcrawfo6@utk.edu
Karen Harrison	423-639-2464	karen.harrison@tnstep.org

Helping Your Child At Home: Reading Strategies Parents Can Use

Tennessee State Improvement Grant

SiG

Tennessee State Improvement Grant

Reggie Curran and Lisa Crawford
Center for Literacy Studies
University of Tennessee, Knoxville

Karen Harrison and Jenness Roth
Support and Training for Exceptional
Parents (STEP)

Why Target Parents?

– Parents are first teachers and longest-term teachers

– Importance of family involvement

– What *is* family involvement in education (Epstein)?

- Parenting
- Communicating
- Volunteering
- Learning at Home
- Advocacy
- Community Collaboration

Phonemic Awareness

What it is	How you can help
Phonemic awareness refers to the *ability to focus on and manipulate individual sounds (phonemes) in spoken words.* Acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills.	Help child **hear the sounds** by asking her to think of a number of words that start with a specific sound, such as the "ssss...." sound. **Make up silly sentences** in which all the words start with the same sound. "Mom made me many meatballs." Ask your child to clap or stand up whenever he hears a word that starts with a specific sound "bbb..., or "rrrr", or a word that rhymes with a particular word "cat".

Phonics – Decoding Words

What it is	How you can help
The *ability to apply your knowledge of letter-sound relationships*, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before.	Help your young child **learn the letters and sounds** of the alphabet. Occasionally point to letters and letter combinations and ask your child to name them. Encourage your child to **write and spell notes, e-mails, and letters**. Talk with your child about the **"irregular" words**; such as, *said*, *are*, and *was* that he needs to recognize "by sight." When your child mispronounces a word, remind him of the **rules for that word**. i.e., made – the e at the end is silent and makes the "a" a long vowel sound.

52

Let's see how many many words we can make with these letters

a   e   d   m   r   t

Are there rules that tell us how to pronounce the words?

Fluency

What it is	How you can help
Reading accurately and with expression – chunking words into phrases and using pauses appropriately. Children who do not read fluently sound choppy when they read. Reading fluently is not the same as speed reading – it's not just reading fast; it's reading the way we should talk so that we can better understand what we are reading. Reading fluently is a bridge to comprehension.	In order to read fluently, we need a lot of **practice** with hearing how good reading sounds and reading out loud. **Read aloud** often to your child; the more often she hears a story, the more familiar the words will become and the easier it will be for your child to read. **Ask your child read to you** – she will get practice with reading and you will hear how she is progressing and where she may have trouble. If you don't have time to listen to her read, ask her to read to a brother or sister, or to a pet or stuffed animal. **Practice** really does help us to improve. Ask your child to read into a tape recorder a number of times. The more times she reads, the better she'll sound, and she'll be able to hear the difference.

Practice really helps!

But the pig wasn't called big and bad for nothing. He bought some dynamite, laid it against the house, lit the fuse, and.......

The three little wolves just managed to escape with their fluffy tails scorched.

and......vocabulary helps understanding!

Vocabulary

- dynamite – an explosive substance

  – explosive – something that bursts, flies into pieces, or breaks up violently with a loud report

  – report – a loud noise

- fuse – A length of combustible material that is lighted at one end to detonate an explosive

  – Combustible – capable of catching fire and burning

  – Detonate – to explode or cause to explode

- scorched – to burn or to destroy by fire

56

Vocabulary

What it is	How you can help
Vocabulary refers to *the words we must understand to communicate effectively*. A reader cannot understand a text without knowing what most of the words mean. Students learn the meaning of most words indirectly, through everyday experiences with oral and written language.	Learn the meaning of **new words**. The larger his vocabulary, the easier it is to understand the meaning of the text. **Read to your child each day**. When the book contains a new or interesting word, pause and define the word for your child **Discuss the meanings of unknown words**, both those he reads and those he hears. Study **word parts**. If your child knows the meaning of a root word ("kind"), then he'll know what the new word means when the prefix ("un"/not) or suffix ("ness"/state of being) is added. (unkind, kindness). Talk about the relationships between words. **Synonyms** are words with the same or similar meanings ("bucket/pail"), and **antonyms** are opposites ("good/bad"). Your child may need help learning figures of speech, such as, "It's raining cats and dogs," in order to understand what he's reading.

Synonyms and Antonyms

Antonyms: words that have an opposite meaning

Examples:

happy -

lost -

kind -

small -

end -

Synonyms: words that mean the same or nearly the same

Examples:

pail -

large -

small -

talk -

mother -

Dictionary game

tarantella

1. A long wax-coated wick used to light candles
2. A large hairy spider
3. A device used to measure in space
4. A lively Italian dance
5. A small tree

Comprehension

What it is

Comprehension is the *understanding and interpretation* of what is read. To be able to accurately understand written material, children need to be able to

1) Decode what they read; 2) Make connections between what they read and what they already know; and

3) Think deeply about what they have read.

Comprehension involves combining reading with thinking and reasoning.

How you can help

Show your child how to be an active reader. Discuss what your child has read. **Ask** your child probing **questions** about the book and **connect** the events to his or her own life.

Help your child **go back to the text** to support his or her answers.

Know and share the rules for putting words into meaningful sentences. Making a **statement into a question** requires changing the order of the subject and verb, such as, "That was a good story." "Was that a good story?"

Help your child understand the **"unspoken" ideas** in what he has read; such as, **inferences, main idea** of the story, and the **differences between facts and opinions.**

Give your child many **background experiences.** The more experiences a child has had, the more he can connect what he is reading to what he knows.

60

The Main Idea

Good readers can separate the main idea in a passage, story, or book from supporting ideas.

The frog sat on the side of the pond. He was very still. His green color made him hard to see. A bug flew near him. His tongue zipped out, and he gobbled it up. Then the frog was still again. He waited for the next bug. The main idea in this passage is:

- Frogs are green.

- Frogs eat bugs.

- Frogs do not move.

- Frogs live in ponds.

Inferences

Good readers can make inferences from what is written, even if the idea is not specifically stated. Help your children practice finding the inferred ideas.

The family dog hid behind the sofa as a storm roared outside, with lightning and thunder. The dog whimpered each time it heard the thunder. Dad tried to coax the dog out, but it wasn't going anywhere. You can guess that _____.

- Storms made the dog afraid

- The dog was playing hide and seek

- Dad was afraid of storms

Fact or Opinion?

Good readers need to be able to sort out the authors' opinion from real facts. Help your child practice figuring out the difference between the two. Which statements are facts and which are opinions?

- Sleeping in a tent is the best part of camping.

- If the President dies in office, the Vice President becomes President.

- Country music is better than rock music.

- The Tennessee flag has three stars.
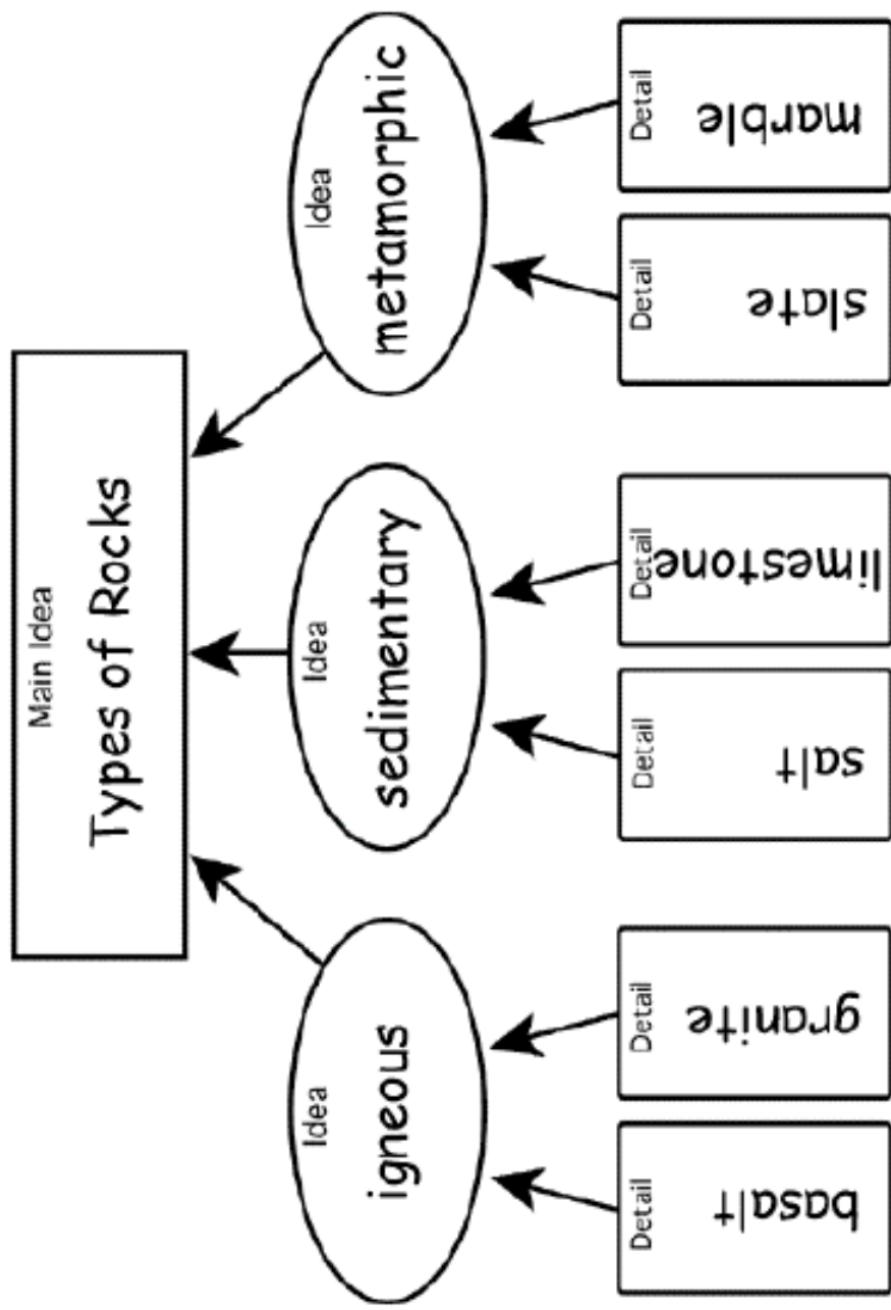
- Some Tennessee schools still allow spanking of children.

Graphic Organizers

- A graphic organizer is usually a one-page form with blank areas for the student to fill in with related ideas and information.

- Some organizers are very specific; others can be used with many topics.

- For the most part, the information on a graphic organizer could just as easily be filled in on a form or written as a list.

- The organizer gives the child another way to "see" the information.

- Some of the organizers allow for the information to be written or drawn, opening the activity up to younger grades.

Main Idea

Main Idea
Types of Rocks

Idea metamorphic
- Detail: marble
- Detail: slate

Idea sedimentary
- Detail: limestone
- Detail: salt

Idea igneous
- Detail: granite
- Detail: basalt

K	W	L
What I Know	What I want to know	What I learned

KWL Chart

Sequencing

Chain of Events

Event 1

Event 2

Event 3

Outcome
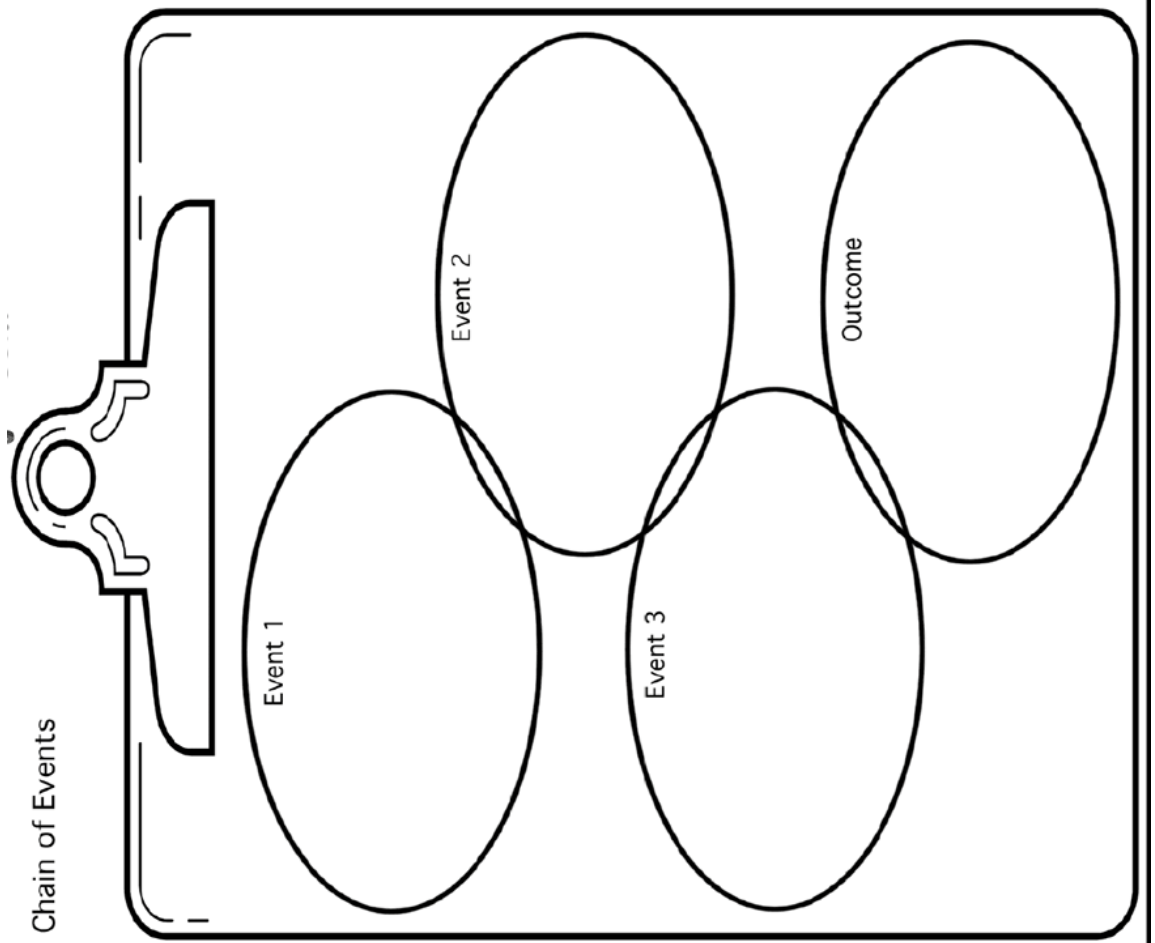
Helping Your Child Choose the Right Book for His Reading Level

Five Finger Rule: Have him open the book to any page and begin to read.

– If he misses five or more words on a page, the book is a challenge for him right now. **(too hard)**

– If he doesn't miss any words, the book is a breeze – it may be **too easy**.

– If he misses three words, it is **just right**.

Literacy Is For ALL!

A multi-faceted project to introduce and educate families and teachers on literacy topics for students with disabilities. The goal of the project is to give information and visual strategies that families and teachers can use to raise the bar and have high expectations for all students, including those with significant disabilities.

Ways To Use The Literacy DVD

- View it yourself to increase understanding of literacy for students with disabilities

- Show short clips at meetings to demonstrate possibilities to the team regarding literacy

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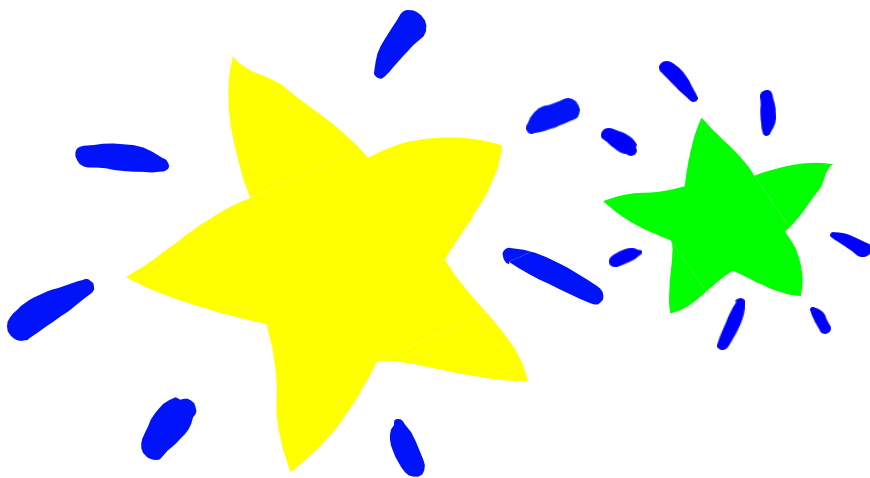
Literacy is for *ALL!*

Presented by:

STEP, Inc.

*TN's Parent Training &
Information Center*

In partnership with TN SIG
(State improvement Grant)
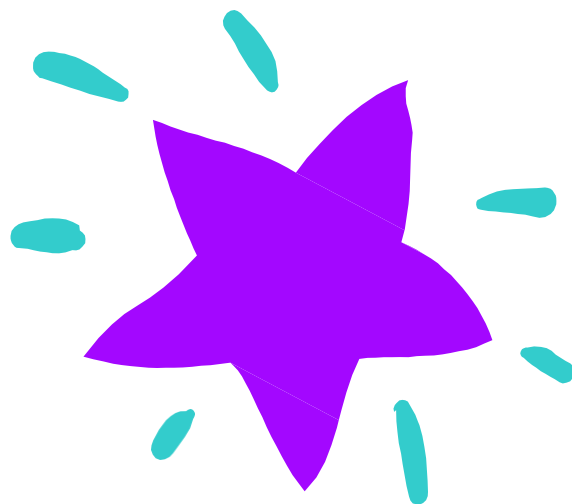
IDEA 2004 601 (5) (A)

30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having…

High Expectations

"Literacy" for Students with Significant Disabilities can mean…

- Recognizing pictures or common words

- Choosing books to be read

- Tracking print

- Showing awareness of being read to

- Paying attention to the reader

"Literacy" for Students with Significant Disabilities can mean…

- Physically interact/explore text

- Being aware of commonly used symbols

- Follow instructions that are read, heard, or viewed

- Demonstrate knowledge of object or actions connected to stories or songs

Research Identifies 6 Conditions for Literacy Learning by Students with Significant Disabilities

1. A way to communicate or interact with the student

2. Repetition of the skill in a variety of ways

3. Cognitive engagement, not just participation

4. A knowledgeable teacher or aide

5. Students must know why they are doing the task

6. ENJOYMENT!!   Erickson, 1999

Reading is a Complex Process

Not ALL students with disabilities will master ALL components of reading…for example:

A student with Central Auditory Processing Disorder or other communication disorder may have difficulty with phonics.

Students with a reading disability, such as dyslexia, will need "unique" instruction based on the effects of the disability.

A student with significant Cerebral Palsy might not be a fluent oral reader.
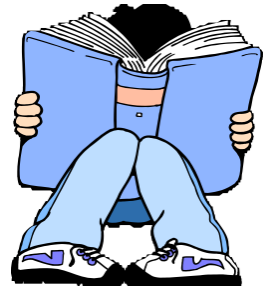
The Individuals with Disabilities Education

Improvement Act '04 & the No Child Left Behind Act requires that ALL eligible students have

Have access to the general curriculum based on State Standards 300.39

Be educated using peer-reviewed research based practices *"to the extent practicable"*

Goals written to ensure progress in all areas of need including *"academic achievement and functional performance"*

300.320

"Specially Designed Instruction"
300.39 (a)(3)

"means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction"
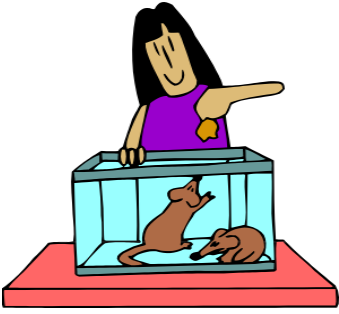
All Reading and Literacy instruction should be connected to State Standards

An example of a Kindergarten Reading Standard

- English/Language Arts – Grade K - Competency Goal 1:
  - ⇒ The learner will develop and apply enabling strategies and skills to read and write

- What does THAT mean?
  - ⇒ Develop book and print awareness
  - ⇒ Develop phonemic awareness
  - ⇒ Decode symbols
  - ⇒ Attend to pictures, text, environmental print or symbols
  - ⇒ Choose text for exploration

An example of a Kindergarten Reading Standard

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    ⇒ Attend to pictures, text, environmental print or symbols

    ⇒ Choose text for exploration

What might that look like for a student with more significant disabilities?

- ***Using the same goal as before:***

  ⇒ The learner will develop and apply enabling strategies and skills to read and write

- **Symbolic**

  ⇒ Recognition of common printed word/pictures

  ⇒ Ability to track print

- **Early Symbolic**

  ⇒ Pay attention to reader

  ⇒ Awareness of differences among symbols, pictures, print

- **Pre-symbolic**

  ⇒ Awareness of being read to

  ⇒ Response to changes in sounds within a literacy content

When students are ready to advance…

The goals might look like this:

Student will learn:

- The *meanings* for most of the words in a text

- How to apply a variety of strategies to learn word meanings

- How to make connections between words and concepts

- How to accurately use words in oral and/or written language

How to Include Literacy/Reading on the IEP

Establishing accurate Present Levels of Educational Performance (PLOP) is CRITICAL! The answers to the questions about your child's literacy/reading skills and needs can be an important part of writing the PLP
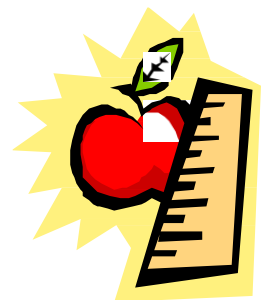
The Present Level of Performance is the foundation of a quality IEP.

You need to know where you are BEFORE you decide where you are going.

In establishing the PLOP look at:
Academic and Functional Areas Affected

Describes what the student is doing (strength) and not doing (need) in the area(s) affected

Basis for accommodations, adjustments and special services

A PLOP should include information from the classroom and assessments that include:

Components of reading

Language - *for students with more significant disabilities*

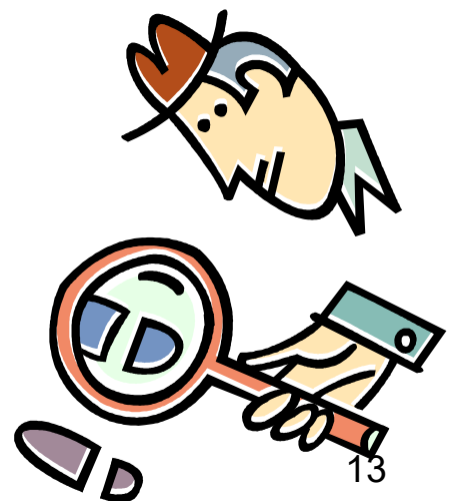Other literacy specific needs such as Assistive Technology

Present Level of Performance (PLP)

Is the foundation of a quality IEP.

You need to know where you are BEFORE you decide where you are going.

Where are you now?

Where are you *going*

13

IDEA '04 defines PLP as:

A statement of the child's present levels of academic achievement and functional performance, including

- how the child's disability affects the child's involvement

and

- progress in the general education curriculum.

Present Level of Performance (PLP)

CURRENT, Objective, Measurable & Understandable

- Formal and informal data

- Updated educational and functional performance data

- Consideration of the student's overall strengths, parents' concerns and special factors

- Test and Assessment scores are explained

- Gobbledygook free – clear and understandable language

Michael example:

- Michael has 100 sight words but cannot phonetically sound out two syllable words. He is also inconsistent in any use of phonics.

An appropriate annual IEP goal might be:

In daily classroom reading assignments Michael will accurately sound out 8 out of 10 one-syllable words using consonant sounds, vowels, and vowel blends.

Mary Beth example:

- Mary Beth understands that a book communicates a "story". She is able to scan each page, identify objects and turn pages when prompted. She does not recognize that a word means an object.

An appropriate annual IEP goal might be:

With verbal and visual prompts by the teacher during classroom reading opportunities, Mary Beth will correctly identify and retrieve 5 objects in the classroom corresponding to words being read in a book.

frog, spoon, dog, cow, horse
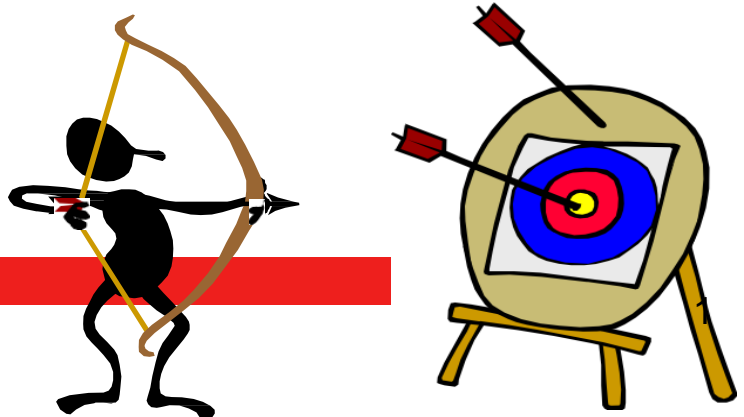
Example of an Annual Goal for Michael

Based on Michaels PLP:

Michael has 100 sight words but cannot phonetically sound out two syllable words. He is also inconsistent in any use of phonics.

An appropriate goal might be:

In daily classroom reading assignments Michael will accurately sound out 8 out of 10 one-syllable words using consonant sounds, vowels, and vowel blends.

Example of an Annual Goal for Mary Beth

<u>Based on Mary Beth's PLP</u>:

Mary Beth understands that a book communicates a "story". She is able to scan each page, identify objects and turn pages when prompted. She does not recognize that a word means an object.
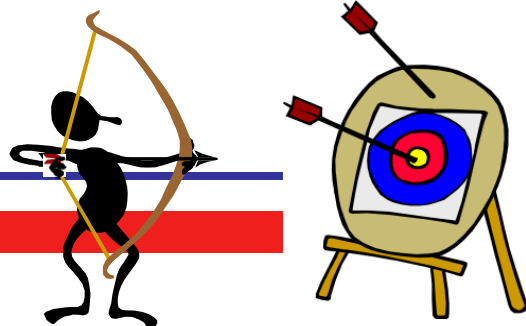
An appropriate goal might be:

<u>With verbal and visual prompts by the teacher during classroom reading opportunities</u>,

Mary Beth will correctly identify and retrieve 5 objects in the classroom corresponding to words being read in a book.

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Modifications & Accommodations

- Make sure accommodations & modifications are included on the IEP to ensure access to the general curriculum.

- Accommodations or modifications based on reading difficulties, must not substitute for reading instruction.

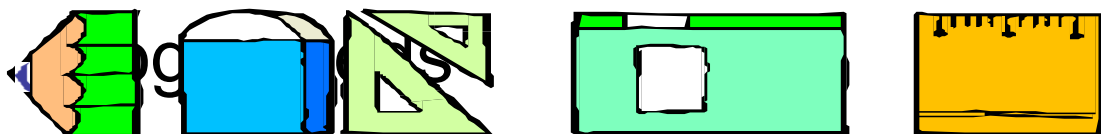- Students NEED both!

- Consider Assistive Technology needs

Check for Measurability

The Team must discuss what Data Collection Strategy will be used to measure the progress toward reaching this goal.

What is the source of the data?

What is the data collection schedule?

Who will collect the data?

If you have questions about your child's overall reading progress, ask….

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1. What is my child's grade level in reading?

2. What does that mean she can do?

3. Is there a difference between how well my child reads individual words and how well she understands what she reads? If so, what can we do to improve the weaker area?

4. Are you using a specific program to teach my child? If so what skills does this program teach?

5. If you are not using a specific program, what strategies are you using to teach my child to identify words, read smoothly and understand what he reads?

6. What kinds of things are you doing to help my child succeed in reading? (such as provide support by a reading specialist, provide different materials)

7. What can I do at home to help my son/daughter read well? (for example: Can you suggest workshops, reading lists, parent/child materials that I may borrow, or website supports?)

8. How will I be notified about my child's reading gains? Can you update me every 2-3 weeks?

If you have questions about Word Recognition, Sounds and Fluency in Reading, ask…

1. Has my child ever been tested for language and sound awareness? If so, how recently and what did the testing show?

2. What is being done in the classroom to help my child avoid pausing unnecessarily at words?

3. What strategies are being taught to help my child work through difficult sounds, or words when reading?

4. What are some books, poems, nursery rhymes, word games, books, videos, audio materials, etc., that I can use at home to help my child with word recognition, sounds and/or reading aloud?

5. For practicing reading at home, would you help me select material(s) that my child can read comfortably (i.e., where **90%** of the words are ones my child knows)?

If you have questions about Reading Comprehension, ask…

1. When my child is having trouble understanding what she reads, what do you do to help her understand the material?

2. Would you show me what you are doing?

3. Can you tell me about some other activities that I can do at home to help her understand what she reads?

4. What resources can you give me to use at home to help my child?

5. What kinds of activities can we do <u>before</u> and <u>after</u> my child has read to help her understand the information?

If you have questions about Reading Instruction in Other Subject Areas, ask…

1. Which accommodations does my child need in core academic and special area classes to support her reading, writing and spelling needs?

> **Make sure that the special ways of addressing these literacy needs are specifically described in your child's IEP.**

2. What are my child's other teachers doing to support and help her in light of her reading, writing and/or spelling needs?

More Questions Parents should ask about Reading Improvement

- Is my child in a "language rich" environment at school?

- Does my child's teacher talk with him/her? (verbal interaction)

- Is my child provided with opportunities to communicate back and to make choices?

- What are my child's listening strengths and needs?

- Is my child able to "track" visually?
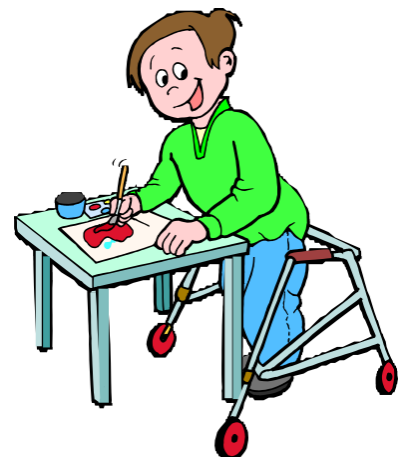
Know where to find the Answers!

- Your child's Regular and Special Education Teachers

- School Reading Specialist

- Child's evaluation

- Child's Evaluator

- Books, Library, Internet

- Parent Centers!

- State Improvement Grant Partners!

- Colleges and Universities that have Centers for Literacy Studies

AND... don't forget to ask which Research Based Practice will be used to "teach" the student the skills to reach the goals
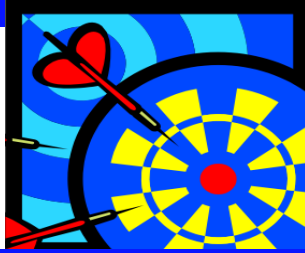
Examples of Research Based Reading Programs for Students with Disabilities

- Reading Mastery (SRA-McGraw Hill)

- Corrective Reading (SRA-McGraw Hill)

- The Hill Methodology (www.hillcenter.org)

- Language! (Sopris West Educational Services)

- Orton-Gillingham (www.orton-gillingham.com)

- The Edmark Reading Program (Riverdeep Publishing)

- The Wilson Reading System (http://www.wilsonlanguage.com/w_about.html)

More Questions to ask about Research Based Instruction

- Does the Research Based Instruction method match the needs identified in the PLP?

- What evidence do you have to show that the method chosen will be effective instruction for my child?

Tell me why and **show me the data!**

The IEP Team should include…

Someone _knowledgeable_
about reading

Literacy *IS* for ALL!

Response To Intervention (RTI)

- A general education initiative

- A tool to monitor the progress of all students

- A process to identify struggling learners early to prevent the cycle of failure that impacts our children
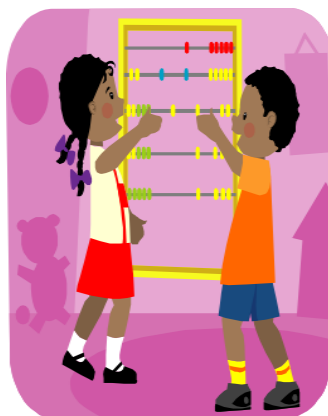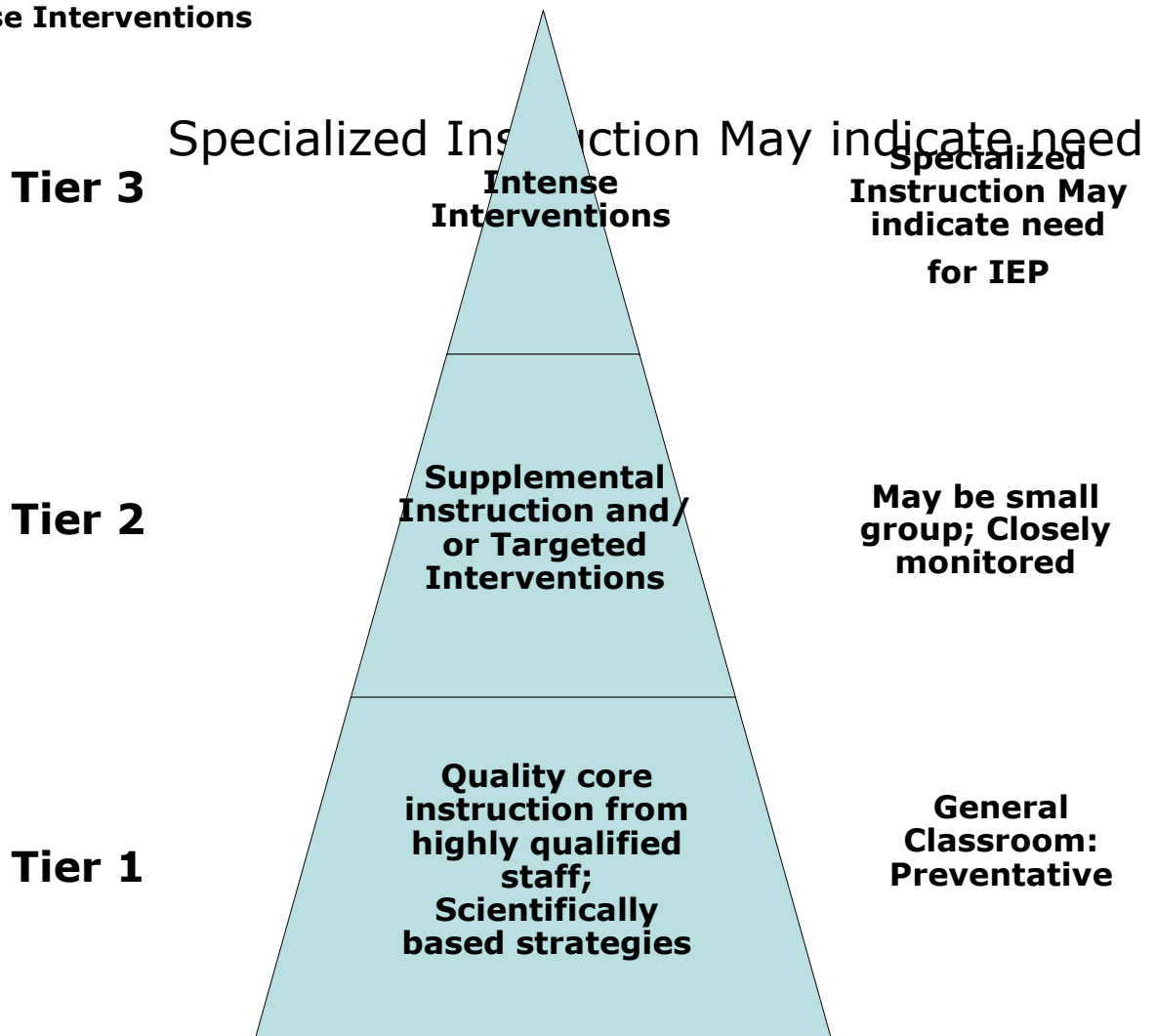
RTI focuses on **instruction**

Students learn when the curriculum and instructional strategies make a good fit between a child's skills and abilities

RTI: Improved Outcomes

Intense Interventions

Specialized Instruction May indicate need

Tier 3

Intense Interventions

Specialized Instruction May indicate need

for IEP

Tier 2

Supplemental Instruction and/ or Targeted Interventions

May be small group; Closely monitored

Tier 1

Quality core instruction from highly qualified staff; Scientifically based strategies

General Classroom: Preventative

RTI Specifics for TN

- Schools must submit a detailed plan to the state for approval before using as a tool for SLD identification.

- Parents can still make a referral for a comprehensive evaluation to determine eligibility for special education.

- Approved "tiers" may be different from system to system, so ask to see the RTI plan approved by the state.

- Schools that do not have an approved RTI plan must use the IQ discrepancy model to identify students as learning disabled.

In summary . . .

IEPs should…

⇒ Be based on the child's specific needs

⇒ Connected to the general curriculum

⇒ Have goals that can be accomplished in 12 months

⇒ Be based on:

High Expectations and Instruction using Peer-reviewed Research!

Sources

- **Exceptional Children's Assistance Center (ECAC)**
  Davidson, NC

- **Karen Erickson, Ph.D.**
  Center for Literacy and Disability Studies
  University of NC at Chapel Hill

- **Public Schools of North Carolina**

- **Put Reading First**
  A publication developed by the Center for Improvement of Early Reading Achievement

- **Federation for Children with Special Needs**
  Boston, MA