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High School Literacy Instruction for Students with Developmental Disabilities in General Education Classrooms

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High School Literacy Instruction for Students with Developmental Disabilities in General Education Classrooms

Kathryn Haughney, MAT
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Objectives

- Select appropriate age/grade-appropriate literature for instruction
- Describe ways to adapt materials for students with the most severe disabilities
- Identify several ways alternate achievement literacy can be taught in inclusive settings with typical peers
What is alternate achievement literacy?

- The ability to access and comprehend text that is chronologically age appropriate by using adaptations, modifications, and technology.
Purpose

- Students should have opportunities to learn to read to increase independence as a reader, and have the opportunity for lifelong access to narrative and informational literature.
- Literature can be accessed through reading (decoding with comprehension), through shared stories (read alouds), and/or the use of technology.
Purpose

- Promotes access to the general curriculum
- Aligns with state standards by teaching the same curriculum
- Provides an opportunity to experience the same age and grade level literature and text as peers without disabilities
Goals of Alternate Achievement Literacy (AAL)

- Comprehend passages of connected text
  - Using some combination of reading and listening skills
    - With option of using technology to access the text
- Apply this comprehension across both narrative and informational text
  - For participation in inclusive school contexts
  - For job and daily living activities
  - For personal enjoyment of literature
- Continue to improve reading and writing skills
Compare and Contrast

- Alternate Achievement Literacy
  - Access to passages of text typical of chronological age found in school and community
  - Emphasizes comprehension and use of these texts
  - Includes building sight words, but also applying any emergent reading skills

- Functional Reading
  - Memorization of lists of sight words
  - Using the words in everyday tasks
Who May Benefit from Alternate Achievement Literacy?

- Students who access Common Core or other state standards at an alternate level of achievement
  - Participate in alternate assessments based on alternate achievement standards
Some of the Research Foundations for AAL with Students with ASD


Overview of AAL

1. Choose literature/text/literacy activity from the assigned grade level based on state standards

2. Choose State Standard from Grade Level

3. Adjust text complexity for reading or listening comprehension level of student

4. Use systematic instruction to teach question answering and related comprehension skills
Choose the Text

- **The Great Gatsby** by F. Scott Fitzgerald
- **Digital Photography** by Scott Kelby
- **Career Match** by What You Love to Do
- **I Have a Dream** by Martin Luther King, Jr.

**Literature from Grade Level English Language Arts**
**Text Related to Student Interests**
**Text Related to Transition Goals**
**Literature from Content Areas e.g., Science, Social Studies**
Select Key Vocabulary

Tier 1
- Everyday speech and functional words found in the literature
- Examples: man, son, mother, dream, sad, football

Tier 2
- Academic words found primarily in written texts
- Examples: act, scene, stage, tragedy, setting, tone

Tier 3
- Words related to the topic of the text; may be the academic concepts in content area
- Examples: simonize, philandering, condensation, democracy
Develop Goals Related to Text, Vocabulary, and State Standards
Choose State Standard from Grade Level

- Common Core 9-12 Reading: Literature
  - RL 11-12.1 Cite strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.

- Possible Alternate Achievement Goal
  - Given a question, indicate answer in text, make a “good guess” supported with text, or indicate “no answer”
"Not all that Mrs. Bennett, however, with the assistance of her five daughters, could ask on the subject, was sufficient to draw from her husband any satisfactory description of Mr. Bingley. They attacked him in various ways; with barefaced questions, ingenious suppositions, and distant surmises; but he eluded the skill of them all; and they were at last obliged to accept the second-hand intelligence of their neighbor, Lady Lucas. Her report was highly favorable. Sir William had been delighted with him. He was quite young, wonderfully handsome, extremely agreeable, and, to crown the whole, he meant to be at the next assembly with a large party. Nothing could be more delightful! To be fond of dancing was a certain step towards falling in love; and very lively hopes of Mr. Bingley’s heart were entertained.

‘If I can but see one of my daughters happily settled at Netherfield,’ said Mrs. Bennett to her husband, ‘and all the others equally well married, I shall have nothing to wish for.’

In a few days Mr. Bingley returned Mr. Bennett’s visit, and sat about ten minutes with him in his library. He had entertained hopes of being admitted to a sight of the young ladies, of whose beauty he had heard much; but he saw only the father. The ladies were somewhat more fortunate, for they had the advantage of ascertaining, from an upper window, that he wore a blue coat and rode a black horse.

Excerpt from *Pride and Prejudice* by Jane Austen (Out of Copyright)
If Adapted Text is Needed...

- Determine level of reading or listening level student will require
  - Rule of thumb: research studies have used about 3rd grade lexile level for read aloud
- Summarize the text chapter by chapter (may collapse chapters together to abbreviate)
- Double check summary with Lexile Analyzer
- Validate with general education teacher that key points have not been lost

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Chapter One

Basketball is my thing. I can hoop. Case closed. That’s the word and I know it the same way I know my nickname, Slam. Yeah, that’s it. Slam.

......

I am brave when I am playing basketball, but you can get to me off the court.

Mr. Tate got to me. He is the principal at my school. He had a meeting with me and my moms in his office. He said my grades are not good.

......
Further adaptations for early readers, multiple/complex needs

Adapting the Text
- Consider age/grade in addition to texts relatable to student experiences and interests.
- Focus on the concrete aspects of main ideas.
- Can be only a phrase or sentence per page.
- Add a repeated storyline to the end of your chapter.
- Is your adaptation read-aloud quality?

Modifying the Materials
- Text Access- size, font, high-contrast, etc.
- Symbol Use- Don’t let them detract from the book text!
- Book Access- page turning popsicle sticks, foam to separate pages, etc.
- Durability/Portability- hard lamination, weather-proof pages, binders, etc.
- If you handed the adapted text over to your student, would they be able to access it?
Options for “Reading” the Text

- Use student’s own reading skills
  - May need to reduce Lexile level of original
- Read-aloud by teacher, para, or peer
- Text-to-speech technology
Comprehension: Develop the Questions

- Develop comprehension questions at different levels of complexity
  - Here are some examples based on *To Kill a Mockingbird*
  - Also consider the target CCSS selected to write questions

- Knowledge
  - How old was Miss Caroline?

- Comprehension
  - Why did the class murmur when Miss Caroline said she was from Winston County? What happened first, second, last?

- Application
  - Miss Caroline was 21. What will happen to you when you are 21?

- Analysis
  - Why was Jem in a haze?

- Synthesis
  - What is the theme of this story?

- Evaluation
  - What is the author’s tone in this passage? The author’s purpose?
Comprehension with Graphic Organizers

First

Character

Setting

Next

Problem

Resolution

Last

Main Idea
Use Systematic Instruction to Teach Comprehension

Review the “wh” rules chart (e.g. “why” asks for a reason)

<table>
<thead>
<tr>
<th>Type of question</th>
<th>Rule</th>
<th>Visual Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Who is a person</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>What?</td>
<td>What is a thing.</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>When?</td>
<td>When is a time or date.</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>Where ?</td>
<td>Where is a place.</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>Why?</td>
<td>Why is a reason.</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
</tbody>
</table>
How Will Student Answer?
Response board option

- Provides a visual aid
- Simplifies responding by offering options
- Only use for students who cannot compose answer using speech
Promoting Learning in General Education

- Preteaching adapted text by peer or special education teacher can follow lesson
- Training peers to teach vocabulary and comprehension
- Planning with general education teacher for student to access daily activities
Use Text Rereads to Locate Answer: Modified Least Intrusive Prompts
Modified from Mims, Hudson, Browder, 2012

Figure 1. Prompt Card

<table>
<thead>
<tr>
<th>Independent</th>
<th>Reread paragraph</th>
<th>Reread sentence with answer</th>
<th>Tell answer and point to answer on page</th>
<th>Point to answer on response board</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/150" alt="Thumb Up" /></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

The answer is on the page.

<table>
<thead>
<tr>
<th>Independent</th>
<th>Reread paragraph</th>
<th>Relate to student-How do you feel when ...? Why would you ...?</th>
<th>Model how you would relate-I would [answer] when ...</th>
<th>Point to answer on response board</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/150" alt="Thumb Up" /></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

The answer is from your head.
Plan Additional Activities

- Acting out story
- Writing activities
- Applications to real life
- E.g., news stories that show theme of courage
When the Internet Is the Text

- Create a flipbook for students to use pictorial self-instruction
- Students can access text through text-to-speech technology

12. Click on search field
Preteaching the Literature

- Just prior to beginning the book or chapter in general education class, it may be beneficial for students to receive instruction in adapted text.
  - Also helps determine what response options are needed if using a response board.
Training Peers

Peers who are nondisabled can learn to use constant time delay for vocabulary and to use the modified least prompts for comprehension.
Plan with the General Education Teacher

Confer with the general education teacher to determine how the student with ASD will participate in daily activities
Review: Planning for AAL

1. Choose literature/text/literacy activity from the assigned grade level based on CA

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