

AT & App Supports for Reading in the Common Core Standards: For Students with Complex Disabilities

Common Core Standards for English/Language Arts

Reading: Text complexity and the growth of comprehension

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

Language: Conventions, effective use, and vocabulary

“The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.”

<http://www.corestandards.org/ELA-Literacy>

Common Core State Standards (CCSS) English/Language Arts – Literacy

- Reading divided into 3 Areas
- Skills represented at each K-12 grade levels
 - 1) Reading: Literature
 - 2) Reading Informational Texts
 - 3) Reading: Foundational Skills
 - 4) Speaking & Listening
 - 5) Language
 - 6) Standard 10: Range, Quality, & Complexity
 - 7) Literacy in History/Social Studies, Science & Technical Subjects

Common Core Essential Elements (CCEE)

“The Common Core Essential Elements (CCEE) are specific statements of the content and skills that are linked to the Common Core State Standards (CCSS) grade level specific expectations for students with significant cognitive disabilities.”

Dynamic Learning Maps

“A learning map is a network of sequenced learning targets. ... Dynamic learning maps not only show the relationships between skills but also show multiple learning pathways. Instead of assuming that all children learn a skill in the same way, allowing for multiple pathways recognizes that there are alternate ways to learn the same skill. By using dynamic learning maps as the basis for assessments, the DLM system will give teachers a clearer view of each student’s knowledge.”

<http://dynamiclearningmaps.org>

- Links to grade level CCSS
- Statements provide a bridge for students to achieve grade differentiated expectations
- Provide challenge & rigor in consideration of the significance of the disability

Decision Points for Students with **Complex Disabilities** (Kelly Fonner)

- Not all students with complex disabilities are automatically measured by Dynamic Maps/ Essential Elements Process; All students should be considered in Common Core Standards first
- If primary disability is a Visual, Hearing, Physical, Communication, Social access issue, consider CCSS with A.T. to the typical materials of instruction & testing; if multiple disabilities present, review level of complexity added onto CCSS task(s) before moving to CCEE
- If primary disability is an Intellectual access issue, first consider CCSS, then move to CCEE. Look to A.T. to lessen the reliance upon staff support, thus allowing for higher level of student independence, leading up differentiated levels

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Reading: Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention." <http://www.corestandards.org/ELA-Literacy/RL>

- Print Concepts & Phonological Awareness (Kindergarten & Grade 1)
- Phonics & Word Recognition (Kindergarten – Grade 5)
- Fluency (Kindergarten – Grade 5)

Reading: Literature & Informational Text

"The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades." <http://www.corestandards.org/ELA-Literacy/RL>

- Key Ideas & Details (Kindergarten – Grade 12)
- Craft & Structure (Kindergarten – Grade 12)
- Integration of Knowledge & Ideas (Kindergarten – Grade 12)
- Range of Reading & Level of Text Complexity (Kindergarten – Grade 12)

Language

"The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*" <http://www.corestandards.org/ELA-Literacy/RL>

- Conventions of Standard English (Kindergarten – Grade 5)
- Knowledge of Language (Kindergarten – Grade 5)
- Vocabulary Acquisition & Use (Kindergarten – Grade 5)

(Grade 6-12 Writing in History, Social Studies, Science, & Technical Subjects)

- "The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity." www.corestatestandards.org

Definitions of Literacy

Literacy is "the minimal ability to read and write in a designated language, as well as a mindset or way of thinking about the use of reading and writing in everyday life. It differs from simple reading and writing in its assumption of an understanding of the appropriate uses of these abilities within a print-based society. Literacy, therefore, requires an active, autonomous engagement with print and stresses the roles of the individual in generating as well as receiving and assigning independent interpretations to messages." (*Harris & Hodges, 1995*)

Developmental Stages/Levels of Reading

Emergent Stage

- Begin to make correlations among oral, written, and printed stimuli
- Enjoy listening to stories

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- Understand that print conveys a message
- Acquiring ability to apply concepts about print
- Understanding of direct link of the sounds to letters, pictures to words, and speech to sentences
- Repetitive use of language and illustrations help with the contextual meaning of written words
- Logographic/environmental information assists emergent readers in meaning of words
- Benefit from short and simple text

Early Stage

- Mastered emergent reading behaviors
- Comfortable with the basic concepts about print
- Reading and writing stories at a higher level of complexity
- Begin to discuss what they are reading with others
- Less dependent on rhyme, repetition, and patterns within text.
- Variations in sentence length and language are common
- Sentences include high-frequency words that they read automatically
- Their eyes control the reading so not as much pointing to words
- The text contains simple concepts and story lines and relate to real-world experiences

Next Stages are Transitional & Conventional (*more than likely, it is the Emergent Reader that may be involved with CCEE & Dynamic Maps*)

Barriers to Literacy Instruction for Students with Significant Disabilities (*Downing*)

- Attitudinal barriers
- Limited opportunities to interact with books
- Low expectations
- Limited means of accessing literacy
- Limited time
- Student age

6 Conclusions of Emergent Literacy Research (*Koppenhaver & Erickson*)

1. The process of reading & writing is a continuum that begins at birth
2. All kids have to be actively engaged in literacy activities
3. Reading, writing, speaking & listening develop concurrently & inter-relatedly, rather than sequentially
4. The functions of print are as integral to literacy as the forms of letters
5. Emergent literacy behaviors are fleeting, variable & dependent upon text, task & environment
6. Technology, media & materials dramatically impact a student's ability to demonstrate emergent skills

Establishing Joint Attention

- Utilizing books & Communication as a bridge to literacy learning (*Downing*)
- Read books about shared experiences (photograph books, remnant books, drawings)
- Developing ways of interacting
 - Highly responsive partner interaction
- Re-experience books
 - Play interactions
- Reading Aloud/ Paired Reading
 - "Turn the Page"
 - Record a Repetitive Line from a Story
 - Record a short story to "read"
 - Make choices about books

The Technologies of Literacy Instruction

- **Purposes of Technologies**
 1. **Instructional Technologies** – Teaching, Learning, Remediating & Practicing Skills
 2. **Assistive Technologies** – Support by Increasing, Maintaining a Function, Compensatory
- **Considerations:** when to teach Reading Foundational Skills? How to support Reading Literature & Informational Text?

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Types of Technologies used in Emergent Literacy Instruction

- Page Turners
- Electronic Books
- E-Readers
- Symbol Processors
- Programmable AAC Devices
- Portable Writing Tools
- Talking Word Processors
- Graphic Organizers
- Multi-Media Programs
- Braille/Refreshable Braille Devices

AT & Apps for Independent Reading, Handling & Adapting Books

- Pre-Recorded Stories
- Music & Lyrics
- Color Visual Supports
- Large Print Books
- Brailled Text & Tactile Graphics
- Texturizing Books
 - Provide additional input to students
 - Highlight important concepts and vocabulary
 - Add meaning for students with sensory impairments
- Electronic Books
 - Internet E-Books, Subscription websites
 - Auditory text through Books on CD & E-readers
 - Student authored stories
 - Make Your Own Electronic Book with Multi-Media Software
 - Student Authored Stories
 - "Driting" Illustrated Stories
 - Add Sound clips
- Symbolized Text
 - Premade Symbolized Books
 - Online Symbolized Magazines (SymbolWorld, News2You)
 - Make your own with Symbol Processors
- Tactual Supports
- AAC Devices
- Databases/Charts
- Stabilize Book
- Page Fluffers
- Electronic Page Turners
- Comix Strips
- Add Spoken Text to Characters
- Have Story Text Read

Switch Accessibility for Independent Access for Students with Physical Challenges

- Most electronic books have the advantage of becoming single switch accessible.
- Most pre-made, electronic stories have pages turned with a click or have built-in scanning.
- Stories created in presentation software typically have pages turned with a click.
- iBooks, App Books accessible through Voiceover may be switch accessible without built-it access

Considerations on Text and Symbols AT & Apps (*Jean Slater*)

- Children encounter a variety of graphic symbols all day everyday
- Universal Access for Participation in Inclusive Settings
- Cognition & Memory Scaffolding
- Support new vocabulary or unfamiliar words with pictures
- Read current events
- Not all words need to be symbolized
- Graphics can help us to read/use foreign words in a sentence

Considerations in Children's Book Apps (*Koss & Wakefield*)

- Purpose (Reading, Entertainment, Education, Extending reading experience)
- Narration (read to me, read by myself, read and do, read and record)
- Animation (passive, active[*tap, tilt, swipe, slide, drag, voice, blow, visual cue, use camera*])
- Enhancements (glossary, relevant animation, repeated narration)

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- Education (highlighted words, touched words/objects narrated, cause&effect, comprehension activities, talking points, vocabulary support)
- Differentiation (adjust reading level, control narration rate, print size, alternative output [speech, sign], gender of main character, special needs representation)
- Extras/Controls (language, help, page/scene selection, sound on/off, personalization)

AT & Apps in Word Skills

- Specialty Products
- Electronic Books
- Music & Lyrics
- Electronic Word Walls
- Dictionaries
- Color Supports
- AAC Devices

AT & Apps in Guided Reading / Reading Comprehension

- 📅 Timers - Watch Timers, Watch Minder, Bookmark Timers
- 📅 Post-It Notes
- 📅 Post-It Tape
- 📅 Flags
- 📅 Hi-Liter Pens
- 📅 Symbol/Picture Systems – Symbolized Vocabulary, Picture Walk, Symbol Vocabulary Preview Picture Sequences, Symbolized Text, Symbol Writers to review, demonstrate knowledge
- 📅 Graphic Organizers – KWL, Story Mapping, Mesh new ideas with old ideas, Character Webs, Concept Maps, C-SPACE, KWL-Notes, Prediction Check in, Episode Mapping, Timelines Map whole to parts and parts to whole, emphasize main idea, aid discussion, memory flash card reviews, Venn Diagrams
- 📅 Electronic Reading Systems – Skim Headings, Turn headings into pre-reading questions, Talking Text, Dictionaries, Synonyms, Thesaurus, Summarize through voice/text notes, answer built-in questions; Bookmark sections, breaks in reading time; Highlight new vocabulary, main ideas or sections for further research, review notes and summaries
- 📅 Multimedia systems - Picture settings, characters, Create review games, fortune tellers
- 📅 Digital Recorders – Return to key sections, reread from counters
- 📅 Internet – research, questions explored, further background development
- 📅 Highlighter Tape, Tabs, Wide Tape
- 📅 Rubber Stamps
- 📅 Mailing Labels
- 📅 Colored Tabs

Assessment Tools for Emergent Literacy with Moderate to Significant Disabilities

- Attainment Early Literacy Skill Builders
- Good & Kaminski: DIBELS- Dynamic Indicators of Basic Early Literacy Skills
- UNC/Center for Literacy & Disability Studies: Emergent Writing Interaction Inventory
- News-2-You/Unique: Literacy Rubric
- Start-to-Finish Literacy Starters: Intervention Planning Tool in Teacher's Guide
- Pierce, Summer & O'DeKirk: The Bridge
- Super Duper: ELLA: Emerging Literacy & Language Assessment

Curriculum Tools for Emergent Literacy with Moderate to Significant Disabilities

- ALL – Accessible Literacy Learning Reading Program (Mayer Johnson)
- EL SB – Early Literacy Skill Builders (Attainment Company)
- MeVile to WeVile (AbleNet Inc)
- Unique (News-2-You)