Meaningful Participation in Literacy Instruction Across the Curriculum

How to Make it Happen

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September 28th, 2012
How we define literacy matters

Two Contrasting Views of Literacy
(Karen Erickson, Ph.D., The Center for Literacy & Disability Studies)

**Readiness Model**
- Literacy is learned in a predetermined, sequential manner that is linear, additive, and unitary.
- Literacy learning is school-based.
- Literacy learning requires mastery of skills in prerequisite skills.
- Some children will never learn to read.

**Current/Emergent View**
- Literacy is learned through interaction with and exposure to all aspects of literacy (i.e., listening, speaking, reading, and writing).
- Literacy is a process that begins at birth and perhaps before.
- Literacy abilities/skills develop concurrently and interrelatedly.
- All children can learn to use print meaningfully.

(Adapted from Paula Kloth, TASH, 2004)

Ladder to Literacy or Web of Literacy??
Literacy as a Human Right

• Human rights are a nonnegotiable aspect of humanhood
  – “aspects of being human that the social contract must respect” (Luckasson, 2006, p. 12)

• Education is a right of all people (UN Human Rights Convention, Article 24)

• Education must “enable persons with disabilities to participate effectively in a free society” (UN Human Rights Convention, Article 24: 1-c)

Literacy as a Human Right

• Literacy is a precondition for meaningful participation and authentic membership in any society

• It is a community’s responsibility to to share the literacy experience with all of its citizens (LACE, 2009)

• Denying access to literacy to certain groups diminishes our own opportunities for membership

Our Current Thoughts on What is Literacy

• Literacy is a fundamental part of the human experience. Literacy is not a trait that resides solely in the individual person. It requires and creates a connection (relationship) with others. Literacy includes communication, contact, and the expectation that interaction is possible for all individuals; literacy leads to empowerment. Literacy is the collective responsibility of every individual in the community; that is, to develop meaning making with all human modes of communication in order to transmit and receive information (Sharon Head; LACE, 9/24/09).
And, if our students aren’t able to develop conventional literacy skills, what have we lost by giving opportunity and access to literacy?

And what might our students have gained by our having high expectations for them?

Using Photos to Create Access Wordless Content

Examples of Activities: Oral Language, Emergent Literacy, Vocabulary, Fluency, Comprehension, and Writing

- Individual, Pair or Group
  - Choose one of the photos
  - Generate 1-2 sentences describing the photo
  - Read/recite the sentence(s) – use AAC as appropriate

- Partner or all other students
  - Ask clarification questions if needed
  - Identify the photo
More Examples: Concepts about print, Emergent Literacy, Vocabulary, Comprehension

- Order photos in a timeline
- Sort pics into known vs questions
- Sort into before PH after PH
- Sort pictures with people
- Which picture evokes the greatest emotional response?
- Go look at other groups timelines/photo sorts – what similarities and differences do you see?
- What questions do you still have?
- Are there research questions you would like to explore?

Language Experience Approach:
“Talk written down”
Bridge between spoken and written language

- "What I can think about, I can talk about."
- "What I can say, I can write."
- "What I can write, I can read."
- "I can read what I can write and what other people can write for me to read." (Professor Roach Van Allen)

- Uses oral language and students’ own experiences as the basis for reading/writing instruction
- Integrates thinking, listening, reading, writing, and speaking into instruction (i.e., is a comprehensive approach)
- Often used with younger readers, but can be an effective strategy for older beginning and nonreaders
• Is an especially effective strategy with English language learners

• Can also use Language Experience with content areas and other literacy tasks

• Can integrate LE with Shared Writing to expand skills and increase student involvement

Language Experience Resources

• Principles and Practice of Language Experience: http://www.literacyconnections.com/InTheirOwnWords.php

• Language Experience Approach & Older Learners http://www.ericdigests.org/1993/approach.htm
Wordless Books

“stories without words, wordless picture books convey meaning through the illustrations”

Steps in Guided Story Telling
(Adapted from Kalms, 2000)

• Select a wordless picture book
• Encourage students to develop a narrative about the pictures – start by modeling this for the first few pictures. . .
  – Students can write the story line they are developing on post-its and place on each page
• Use prompts such as “and then. . . ”; “when suddenly. . . ”; “finally. . . ”
• Look for ‘teachable moments’ to stop and discuss new concepts and vocabulary

Guided Story Telling
(Adapted from Kalms, 2000)

The purpose of Guided Story Telling using wordless books is to:
• Develop background knowledge
• Facilitate listening and oral language skills
• Develop vocabulary
• Teach use of pictures cues
• Enhance creativity and have fun!
Areas you might emphasize in Guided Story Telling

- Developing concepts
- Using dialogue
- Character descriptions
- Sequencing events and developing a story
- Setting descriptions
- …

Examples of Follow-up Activities for Guided Story Telling

- After students have practiced, let them dictate or write down the narratives they have constructed for the wordless books
  - E.g., Mysteries of Harris Burdick

  Or, the group can act out the narrative they created – students with communication limitations can participate in this using augmentative communication devices or through gestures/movement

- Have students complete Story Maps about a wordless book independently, with a partner, or with a small group – use pictures and words or even objects to complete maps.

- Have several groups create story maps using the same book and then compare and contrast their story-lines
You Can’t Take A Balloon into the National Gallery

• National Gallery of Art-Kids(NGA-Kids)
  – Interactive website with many, many activities for students including stories that students can hear/see using mouse clicks, art-related activities, creative activities, etc.
  http://www.nga.gov/kids/kids.htm

INSTRUCTIONAL STRATEGIES:
AUTOMATIC WORD RECOGNITION (SIGHT WORDS)

Response prompts
Stimulus prompts
Copy-Cover-Compare

Using Prompts to Teach Sight Words
Four major Types:

1. Response prompts. Teacher’s actions before a student’s response that increase the chances of a student responding correctly
   Physical
   Model
   Gestural
   Verbal
Using Prompts to Teach Sight Words

2. Simultaneous prompting (errorless) – use this for students who repeat errors or become upset when they make an error
   - Show word while simultaneously modeling it
   - After several trials, assess to see if student can respond correctly w/o model
   - TIP: give meaning with word and later test to see if student also learned meaning
     - (e.g., "Sale," "Sale means that something will cost less money. Read 'sale'.")

Using Prompts to Teach Sight Words:

3. Another option: Combining simultaneous prompting with time delay
   - Constant Time Delay (an evidence based practice)
     - Secure student’s attention
     - Present the natural cue (word) and simultaneously model the correct word (0-sec delay)
     - Reinforce student (continue with 0-sec delay for predetermined number of trials)
     - Secure student’s attention, present word, and wait 4 sec; if student does NOT respond, prompt; if student responds correctly, reinforce; if student responds incorrectly, correct.

Using Prompts to Teach Sight Words:

3. Another option: Combining simultaneous prompting with time delay
   - Progressive Time Delay (an evidence based practice)
     - Secure student’s attention
     - Present the natural cue (word) and simultaneously model the correct word (0-sec delay)
     - Reinforce student (continue for preset number of trials)
     - Secure student’s attention, present word, and wait 2 sec; if student does NOT respond, prompt; if student responds correctly, reinforce; if student responds incorrectly, correct.
     - After predetermined # of trials, move to 4-sec delay, then 6 and so on until student begins to respond correctly w/o prompts.
Using Prompts to Teach Sight Words:

4. Stimulus prompts. These require a change to the target word's appearance

• Stimulus fading
  – E.g., integrated picture cues; Picture Me Reading

• Stimulus shaping
  – E.g., Edmark program

• that cat exit
• The that door
• that go the
• thread that thin
• the thatch that

Stimulus fading, a form of stimulus prompts

Stimulus Fading

hat

Research doesn’t support this arrangement of word and picture!
Another stimulus fading technique (embedding word into pictures) to teach sight words

Integrated Picture Cue

Picture Handle Technique

Or, try this

Published program based on this embedded picture prompts/stimulus fading strategy

899 Kenwood Drive
Spring Valley, CA 91977-1024
Phone or fax: (619) 462-3938/(800) 235-6822
e-mail: picturemereading@cox.net
Stimulus shaping: distracters are changed, but not target sight word

Edmark Reading Program

- Example of a published program using stimulus shaping to teach sight word recognition

If words are taught using prompting procedures, it is critical to teach for meaning and get them into connected text as quickly as possible.
Important considerations During Teaching (to enhance acquisition and generalization of sight words)

- After initial learning, use a variety of materials and vary the typeface, font size, color etc. of the targeted words
- Teach to mastery before adding new words
- Vary the way students respond to demonstrate word recognition (motor, verbal, written responses); active learning is the key!

Important considerations During Teaching (to enhance acquisition and generalization of sight words)

- Teach in groups and individually,
- Use a fast pace of instruction, and
- Use on-going assessment information to adjust instruction if expected progress isn’t being made

Mediated Word Recognition (applying phonics to decode words)

- Students with moderate or severe disabilities often can benefit from learning phonics as a word recognition strategy
- Effective phonics instruction for students with more significant disabilities utilizes active student participation (responding)
Instruction for Phonological and Phonemic Awareness

• Begin with easier tasks and move to more difficult ones.

• Make PA instruction a part of the regular school day – no more than 10-15 min a day, even for more intensive instruction.

• Practice both analytic and synthesis activities

• Keep it active and fun! (Embed within the day’s activities.)

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Picture Sort by Rhyming Sound

- /at/
- /ug/
- /op/

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Effective Phonics Instruction

★ Builds on students’ prior knowledge of print functions
★ Is explicit, i.e., clear
★ Is integrated into a comprehensive reading program – focus on reading words and understanding (meaning) (not just drill & practice!)
★ Is integrated with writing
★ Starts with Assessment: determine what letter/sound correspondences a student already knows before beginning instruction
More Examples of Active Phonics Practice

- Phonics Exploration
  - Give student (or group) a card with letter on it – practice sound(s) letter makes
  - Tell student/group to find as many things that begin with the sound the letter makes as possible:
    - Make a list
    - Label the items with a sticky note
    - Go around the school and take a digital picture of every item you find that begins with that sound. Create a book with pictures/labels.
    - Or, do this on a field trip or have children bring in pics they took at home or in the community.

Examples of Active Phonics Practice

- Phonics Feelies
  - Fill a bag with items that begin with sounds students have studied
  - Ask student to reach into the bag, select an item and without looking, say what it is (label it), what sound it begins with, and what letter it begins with.
  - Make it more challenging by asking about ending sound/letter or medial sound/letter
  - Alternatively, "put your hand in the bag and find something that begins with ______ sound (e.g. /sh/)"

Keep instruction active and practice within meaningful contexts

Useful Resources:
- Quality Literacy Instruction for Students with Autism Spectrum Disorders. (Carnahan & Williamson, 2010, AAPC Textbooks, Shawnee Mission, KS)
- Systematic sequential phonics they use for beginning readers of all ages. (P. Cunningham, 2000, Greensboro, NC: Carson-Dellosa Publishing Co.)
Vocabulary development is often viewed as a subset of comprehension. However, research has demonstrated that vocabulary development plays a prominent role in the reading process in general and this has prompted vocabulary development to considered a critical area of literacy instruction in its own right. Vocabulary development is of great importance to students with moderate to severe disabilities.

What is Vocabulary?

- Listening vocabulary
- Speaking vocabulary
- Reading vocabulary
- Writing vocabulary

- These are typically conceptualized as subsets of one another with listening vocabulary being the largest and writing vocabulary being the smallest.

A Caution

- This hierarchical conception does not work for students with sensory, physical, speech, and/or language impairments. We must be careful not to deny access to instruction in reading and writing vocabularies because some individuals with moderate to severe disabilities cannot demonstrate their true knowledge and ability through speaking or signing vocabulary.
The Least Dangerous Assumption

The students you work with often have a larger vocabulary than they are able to demonstrate - a small speaking vocabulary does not mean students do not have the capacity to learn!

Assessing vocabulary for students with limited verbal skills

• Ask the student to point, gesture, or eye gaze to indicate the target vocabulary word. You can ask the student to choose from a choice of two or more words. It is important to make sure you vary the position of the target word and the distracters. For example, some students may have limited mobility and it is easier for them to point, gesture, or gaze at a word on using one side of their bodies.
• Give the student the definition of the target vocabulary word and ask him or her to identify the correct word from a choice of two or more, using pointing, gesturing, or eye gazing.
• Ask the student to physically match the target word to the definition.
• Ask the student to indicate yes or no when asked the definition of a vocabulary word or whether a vocabulary word is the correct choice in a sentence.
• Read a sentence with the target vocabulary word missing. Ask the student to select the appropriate word from a choice of two or more using pointing, gesturing, or eye gazing.

Vocabulary Rich Environment

• Reading the Room
• Environmental Print
• Access to Materials
• Access to Peers
• Access to the School
  – Curricular
  – Extra-curricular
• Active Engagement!
Creating Print Rich Environments
Why and How?

Intelligence Is Variable
• Multifaceted (e.g. Gardner, Guilford)
• Fluid, not fixed
• Neurons grow and develop when they are used, they atrophy when they are not used
• Poor instruction can actually kill brain cells!

The Brain Hungers for Meaning
• The brain seeks meaningful patterns
  — E.g. Chunking
  — Graphic organizers
• Curriculum must cultivate meaning making
  — Organized around categories, concepts, governing principles
  — High interest
  — High relevance
  — Taps into learners feelings and experiences
  — Use it or lose it!
Researchers realized a particular concept isn’t stored by a dedicated set of neurons in a single location, but instead is stored as a spider web like pattern of neuronal activation throughout the brain.

These complex spider web patterns are called schemes.

But the scheme doesn’t stop at the physical properties of each of these things. The scheme also includes any other related pieces of information.

Once you understand that a scheme is a complex pattern of informational nodes connected by links and that recalling something you’ve learned is a process of following those links back to the appropriate information node, you have a powerful insight into how to make instruction more effective.

One way is to create as many links as possible to the newly learned information. Poorly defined schemes with few links make accessing an information node more difficult, while more robust, better developed schemes with more links to a given piece of information make accessing any given information node easier.
How Do We Create Robust Schemes For Students?

- Connect to prior learning
- Create links through multiple senses
- Use all levels of Bloom’s Taxonomy
- Meaningful, engaging, and purposeful instruction

Environmental Print

- Builds on prior knowledge
- Connects to concrete objects
- Uses multiple senses
- Connects with home and personal interests
- Highly motivating - holds attention
- Can help develop all areas of reading
- Age appropriate
- Cheap!

Environmental Print Ideas

- Including environmental print words on the Word Wall.
- Classifying and sorting environmental print words e.g. drinks, foods, toys.
- Putting environmental print words on flashcards to teach as sight words.
- Making sentences out of environmental print words.
- Finishing sentences with environmental print words e.g. I like to drink Coke.
- Matching environmental print to flashcards of the same word.
- Cutting up the individual letters in an environmental print words and asking the student to put back in order.
- Making word families out of the letters in environmental print (with thanks to my students Sandra Cowell and Gail Baxter).
- Making an alphabet chart with an environmental print vocabulary word for each letter.
- Using environmental print to help with instructions for class activities such as cooking.
“Reading the Room”

• Label objects in the room
• Use as the basis for a sight word program
• Move from concrete to abstract
• Use words in connected text

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