

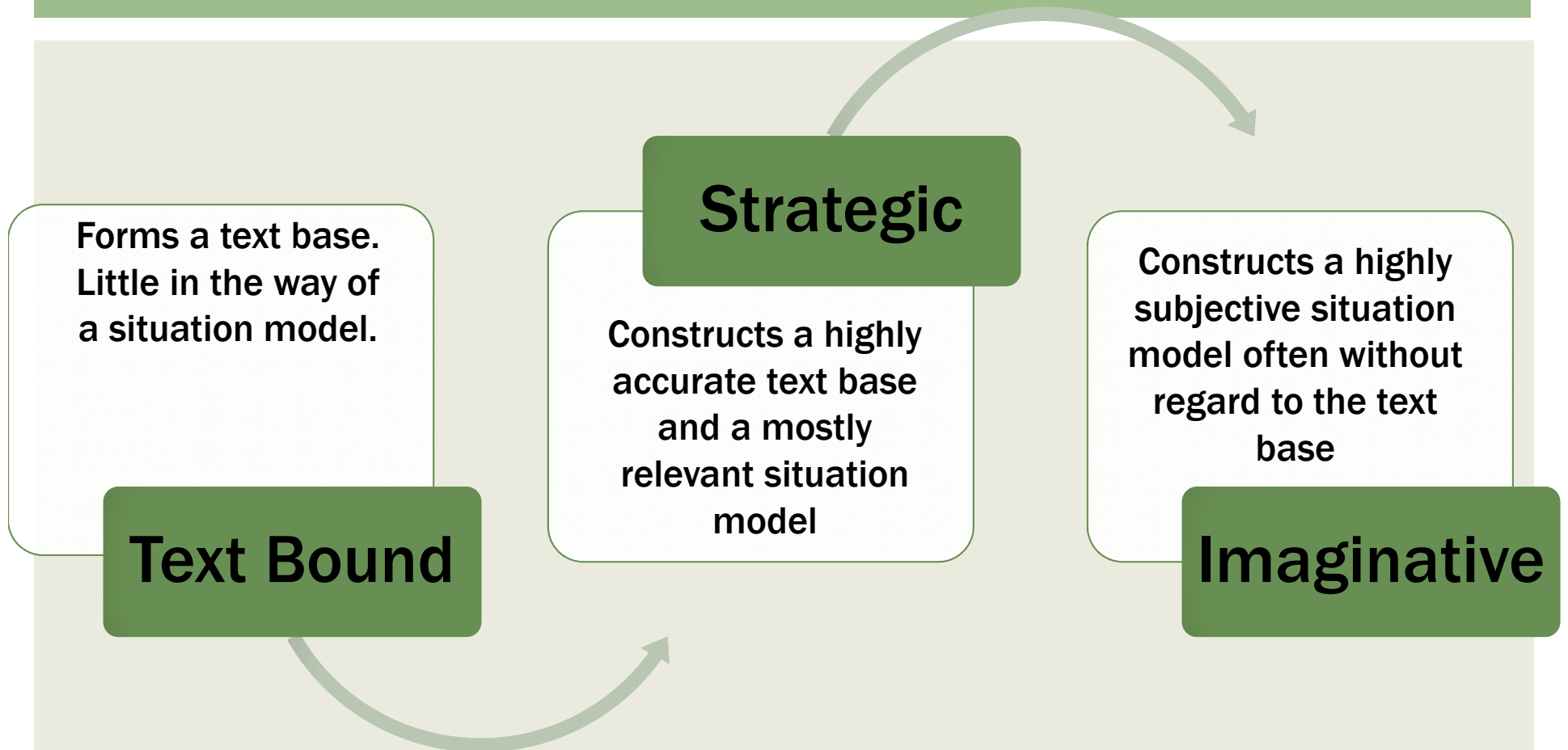
WEBINAR 3: LINKING COGNITION, ASSESSMENT, AND PRACTICE

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SESSION OVERVIEW

- Review key ideas from previous sessions
- Discuss strategies for students across the levels
 - Consider the application to your settings
- Summarize your critical learning and how you will apply strategies in the future.

COMPREHENSION PROFILES IN HIGH FUNCTIONING ASD



Williamson, Carnahan, & Jacobs, 2012

GLOBAL ASSESSMENT: INTERACTIVE TO INDEPENDENT LITERACY

(KADERAVEK & RABIDOUX, 2004)

1	<p>Focus on joint attention and response/engagement in literacy activities with a partner. Onus for building engagement is on the partner. Begin with individual's interests.</p>
2	<p>Focus on mutual interactions and turn taking between the emergent learner and the literacy partner; high levels of reinforcement while participating in a variety of literacy interactions. The partner builds on the individual's gestures, vocalizations, words, etc.. If the teacher asks the child to engage in skills "beyond the child's interest or ability, then the balance and the dynamic social support of the interaction may be lost" (p. 246).</p>
3	<p>The individual begins to understand the "symbolic relationship of written language forms" (p. 246). For example, they begin to see that the printed text corresponds with the words the partner reads.</p>
4	<p>The learner begins to use conventional literacy skills with support.</p>
5	<p>The learner independently uses conventional literacy.</p>

KEYS TO EFFECTIVE INSTRUCTION

SYSTEMATIC AND COMPREHENSIVE INSTRUCTION

EVERY DAY

READING

WRITING

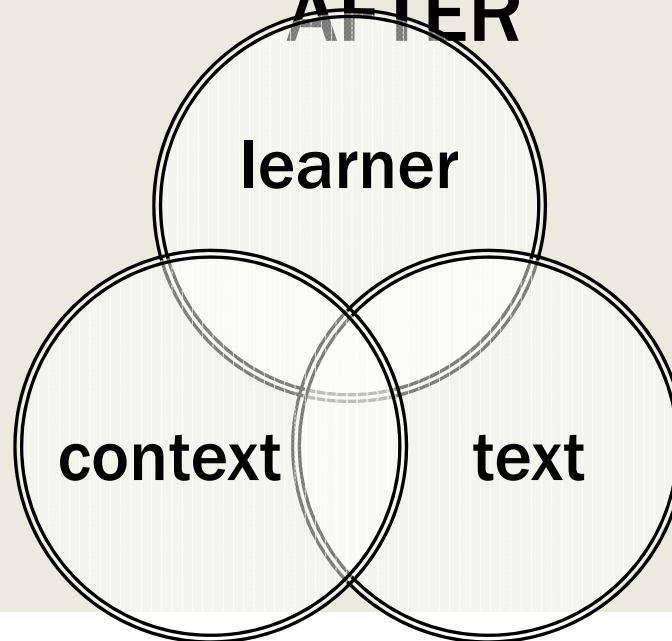
WORD STUDY

EVERY LESSON

BEFORE

DURING

AFTER



STRUCTURING DAILY LESSONS

- Daily instruction includes
 - Group instruction
 - One-on-one
 - Independent practice
- Structured work systems across all instruction
 - What's the work?
 - How much work?
 - How will I know when I'm finished?
 - What comes next?
- Teaching protocols for organizing staff

WHAT ARE TEACHING PROTOCOLS?

- **What is a teaching protocol?**
 - A systematic format for conveying exactly what and how a routine, skill, or group should be run or taught
 - Contains information about the skill or activity, expected teacher behaviors, expected students behaviors, prompting, reinforcement, etc.
- **Why use a teaching protocol?**
 - Ensures systematic instruction
 - Ensures additional prompts aren't embedded in a teaching sequence
 - Increases consistency while allowing many different individuals to work with students.
- **When to use a teaching protocol?**
 - Similar to a lesson plan, but used for routines or activities that occur on a daily basis
 - Anytime several individuals will deliver the same lesson/routine/activity and consistency is crucial
 - Examples: opening/closing routines, lunch, restroom, life skill activities, specific academic tasks, etc.

What the teacher will do	What the student will do	Contingency plan
<p>1.Tell Stevie to check his schedule by handing him his check schedule card and saying, “check your schedule.”</p> <p>-Wait 5 seconds</p>	<p>-Walk to his schedule</p> <p>-Match name card to the top of schedule</p>	<p>-If no response, use a gesture prompt (point) to lead S to his schedule</p> <p>-If no response, use physical prompt to guide S to his schedule</p>
<p>1.Stand five feet from student</p>	<p>-Take top icon from the schedule</p>	<p>-If S does not take icon, use gesture (point) to cue him to take the next icon</p> <p>-If S takes the incorrect picture, replace the picture and start the process again by handing him his name card and verbally cuing him to check schedule. Provide physical prompts to guide him through the process</p>
	<p>-Walks to the corresponding area indicated on the picture</p> <p>-Match the card to the large icon in the corresponding area</p> <p>-Sit down at the desk</p>	<p>If S runs, use a physical cue stop him (i.e., step in front of him)</p> <p>Provide the verbal prompt paired with the sign for “stop”</p> <p>Use a gesture to point him in the right direction</p>
<p>1.When S sits in the chair, say, “nice checking your schedule. Thank you for coming over.” Use deep pressure (squeeze) to reinforce.</p>		<p>If S falls out of chair or attempts to move away, give one verbal warning and redirect to work. Second time, ask another adult to bring over his seatbelt chair. S sits in seatbelt chair for instruction.</p>

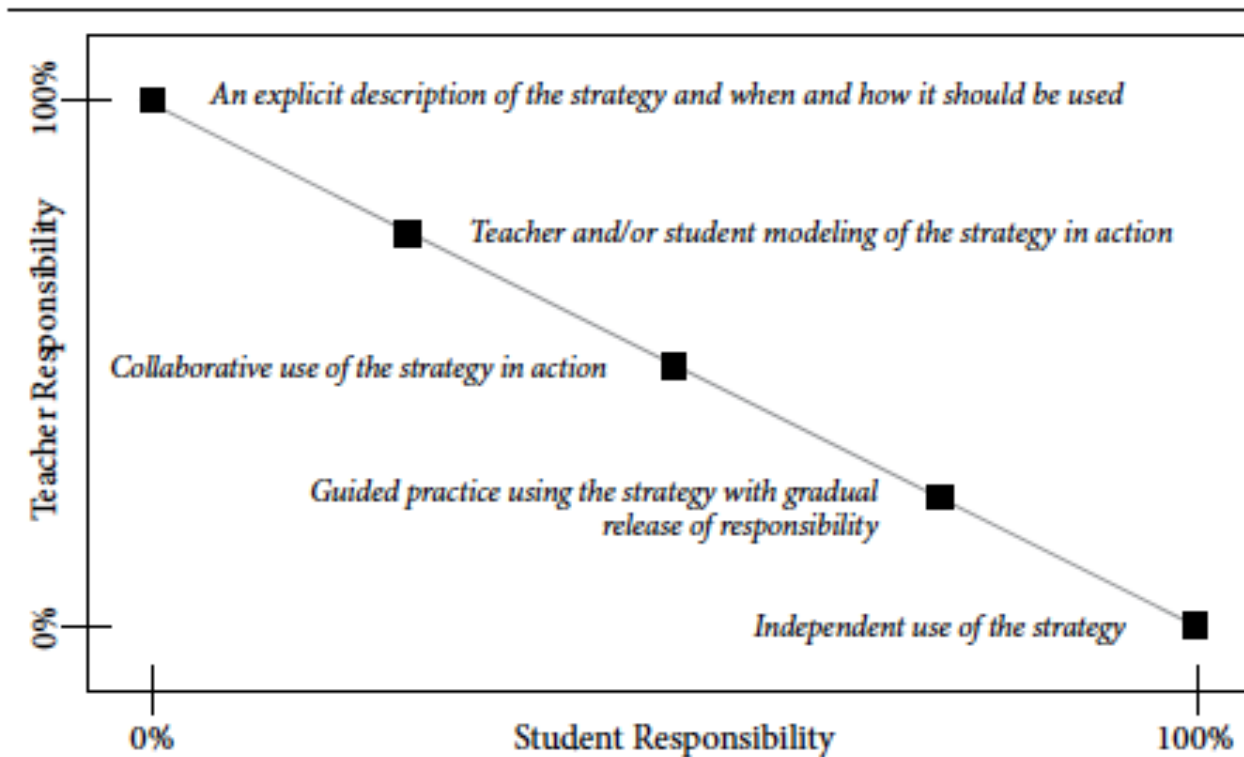
EFFECTIVE INSTRUCTION

- **Balance holistic and explicit**
- **Many opportunities to practice** (balance teacher and student participation)
- **Promote high levels of success by matching books to students** (readability and interest)
- **Increase content coverage by activating background knowledge**
- **Flexible, skill-based intervention groups are key**
- **Address different forms of knowledge** including factual (what), procedural (how), and conditional (when)
- **Scaffold instruction through gradual release** (I do, we do, you do)

SYSTEMATICALLY DECREASING SUPPORT

Duke et al., 2011

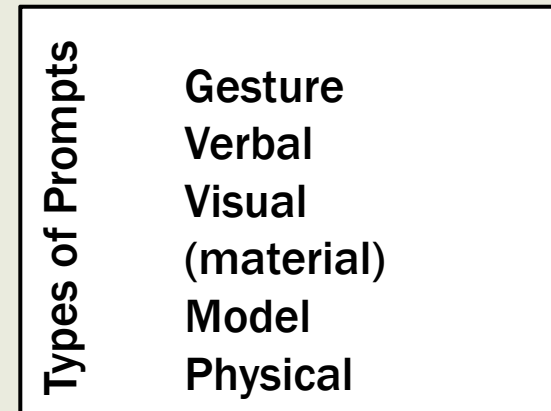
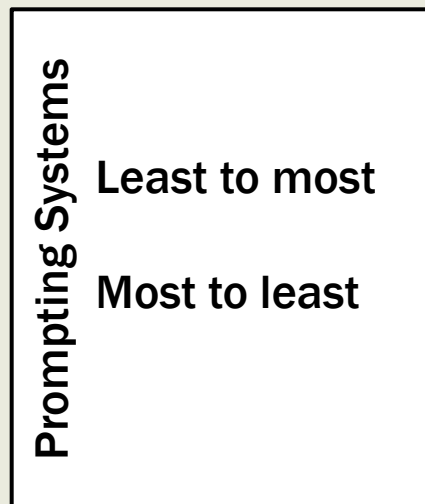
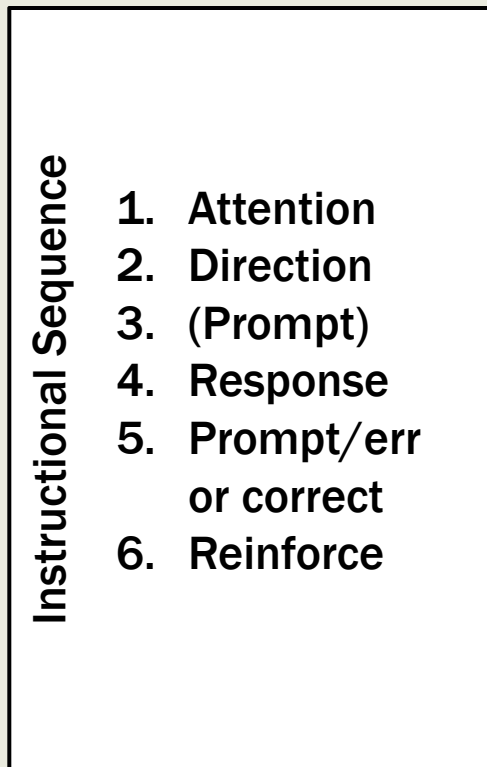
Figure 3.1. An Adapted Version of the Gradual Release of Responsibility Model



Note. Adapted from "The Instruction of Reading Comprehension," by P.D. Pearson & M.C. Gallagher, 1983, *Contemporary Educational Psychology*, 8(3), 317-344.

EFFECTIVE INSTRUCTION

- Overlay Instructional Sequence, Prompting Systems, and Types of Prompts



Resource:
http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/Prompting_Steps-Least.pdf

SYSTEMATIC, RESEARCH BASED STRATEGIES

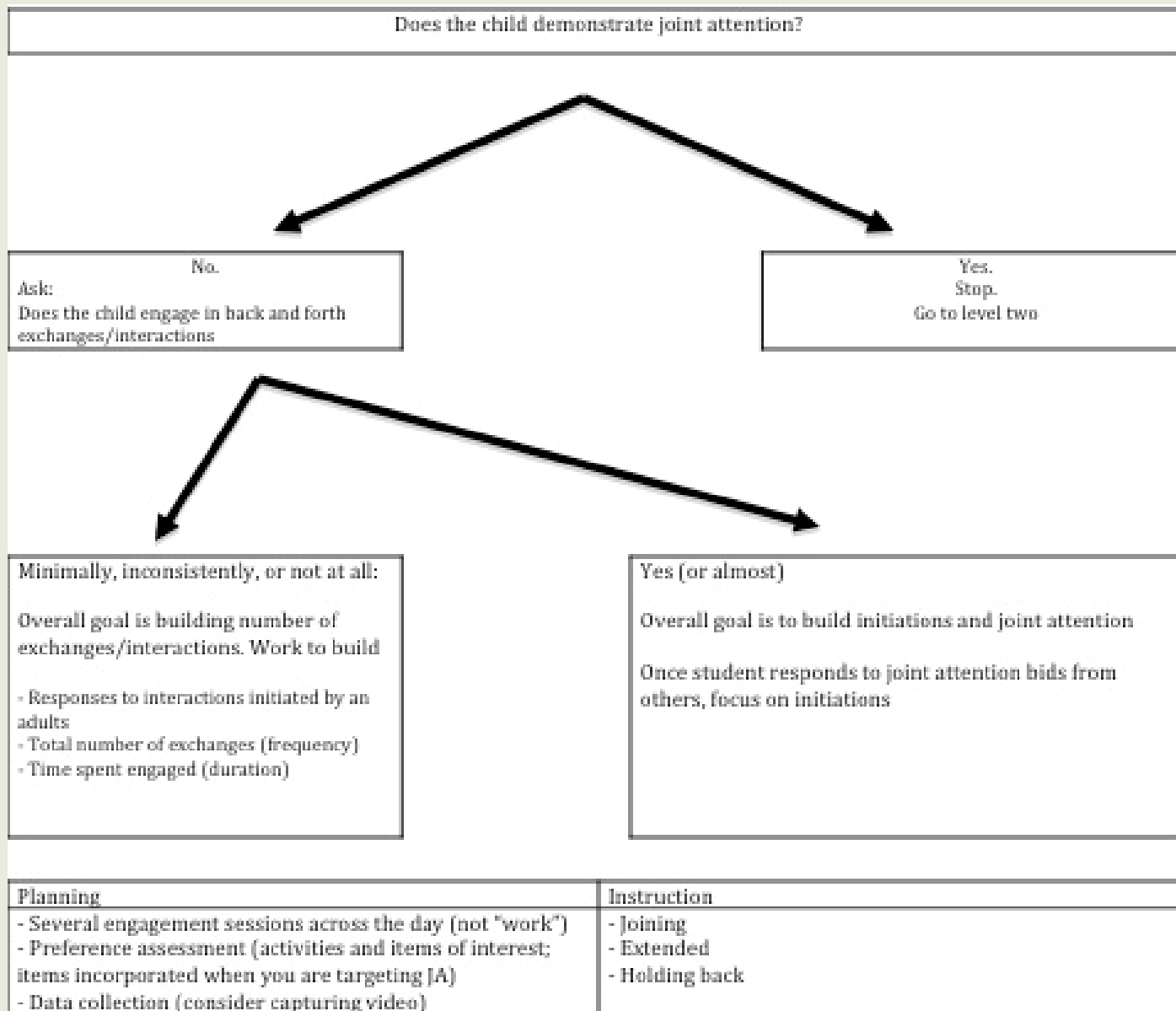
MEET BRIAN

Brian is an 18 year old student with ASD. He does not have a functional communication system. To gain attention, Brian has developed the habit of grabbing faculty and staff inappropriately.

Brian appears uninterested in his surrounding. He prefers to wander around the classroom. Occasionally, he likes to clap blocks together, or fiddle with a piece of string.

ENGAGEMENT → JOINT ATTENTION

- **Critical instructional strategies**
 - Two to three engagement sessions/day
 - Structure environment to avoid behavioral antecedents, whenever possible
 - Focus on joining in (imitating) the student's interactions
 - See slide 9 for instructional progression
- **Resources:**
 - <http://sfari.org/news-and-opinion/news/2009/imitative-play-improves-symptoms-of-autism>



Handout page 4

APPLICATION

- **Pretend Brian is your student, how will you address his needs in your setting specifically? Consider the following:**
 - **How will you plan for engagement sessions**
 - **How will you ensure access to the necessary supports?**
 - **As a general education teacher, describe your role in supporting this student and how will you ensure you fulfill this role?**

ELABORATIVE REMINISCING

MEET JULES

Jules is a middle school-aged young lady with a penchant for fashion, especially shoes. She uses a voice output device that is organized semantically.

She is not interested in participating in conventional literacy activities that are not authentic, such as learning sight words or letter/sound relationships. She will engage in authentic activities when enticed (e.g., fun activity, motivated by the topic). For example, she can look at a picture of herself at the computer, and with teacher support, generate a three word sentence that could be texted to her mom.

ONE STRATEGY TO SUPPORT COMMUNICATION: ELABORATIVE REMINISCING

■ Purposes

- Provide a language model
- Increase opportunities for back and forth communication
- Promote thinking by discussing past events
 - Decontextualized past and contextualized present

BIG IDEAS

- **Elaborated “conversations” that can be the foundation for reading and writing**
 - Onus is on the adult
- **Topics**
 - Shared classroom activities
 - Family input (e.g., family photo from a trip)
- **Ask open ended questions while reminiscing about past events/activities**
 - specific, meaningful events
 - events that the student has participated in
 - typical life experiences (e.g., going to the park, a birthday party, a trip)

STRUCTURING THE DIALOGUE

- Collaborate with team members to identify topics of interest, relevant events, etc to discuss with the student
- Create a general structure for the dialog that incorporates engaging conversations, or simple exchanges
- Echo the student's response and elaborate
 - Expand student statements (include new vocabulary, ideas, etc)
 - Write, draw, or use picture responses in journal or on paper
- Read the story back to the student
 - Consider keeping a record of the conversations
 - Students can use these for independent reading
- Adjust the level of support to meet student needs
 - Increasing or decreasing external structure or visual supports
 - Increasing or decreasing question sophistication, level of detail expected in response

BIRTHDAY EXAMPLE

- **Word study:**

- Introduce the topic and associated vocabulary through words or pictures (e.g., birthday, cake, party, present, family, friend; this, that, big, little, more)
 - You had a party. Tell me about your party – what are some words you might use?
 - You had a party. Let's talk about some of the words you can use to tell me about the party
- Depending on student levels incorporate:
 - Concept or word sorts
 - Vocabulary webs

BIRTHDAY EXAMPLE

- **Writing (expressive communication)**
 - Two general options for creating the actual written piece - the teacher can write what the student says, or the student can write about it after talking
 - **Strategies to support student generated ideas**
 - Offer students sentence frames (Yes, I had a _____. My friend _____ came) using printed words or pictures
 - Ask open ended questions, while providing visual supports
 - Make follow up statements, or ask follow up questions

BIRTHDAY PARTY: THE CONVERSATION

- **Child: points to cake**
- **Teacher: That's right. I hear you had a delicious chocolate cake with white icing (writes a word or sentence on the paper)**
- **How many candles were on your cake?**
 - Offer two answer choices
- **You had eight candles on your cake, because you are eight years old (writes word or sentence on paper, or draws picture)**
- **Who blew out the candles on your cake?**
 - Offer two answer choices (write name on paper)
- **When we blow out candles on our birthday cake, we make wishes. Sometimes, we wish for the present we want the most. What was your favorite present?**
 - Offer two answer choices (write response on paper, or use picture of choice)

BIRTHDAY EXAMPLE

- **After writing the story, read the story with the student, varying structure depending on the student's needs**
 - Read to the student
 - Listen to the student read
 - Listen to the student read, asking the student to add additional details as appropriate

APPLICATION FOR JULES

- **Pretend Jules is one of your students. Describe how you will meet her needs in your setting using elaborative reminiscing? Consider the following:**
 - **How will you plan for her instructional sessions**
 - **How will you ensure access to the necessary supports?**
 - **As a general education teacher, describe your role in supporting this student and how will you ensure you fulfill this role?**

DIALOGIC READING

MEET CIERRA

Cierra is a nonverbal student who uses a voice output device to participate in literacy activities. To do her best work, Cierra needs the support of a work system (what work, how much work, when will I know when I am done, what's next).

When directed, she can flip through a book as part of silent reading. With her teacher, she works on spelling short vowel words. She can also select the correct vocabulary word to complete a sentence frame.

DIALOGIC READING: A STRATEGY TO SUPPORT COMMUNICATION AND COMPREHENSION

- What is dialogic reading?
 - Interactive text reading focused on building language and communication – a “language interaction”
 - Less teacher, more student (dialog)
- As you watch the video, write a description of each of the three levels

Figure 1. Dialogic Reading Bookmarks

Dialogic Reading
Level 1



1. Ask "wh" type questions. "What is this?" "What do you call that?"
2. Follow answers with questions. "What color is it? What is it used for?"
3. Have students repeat new words.
4. Help students as needed.
5. Talk about what interests your students.
6. Praise and encourage students.
7. Have fun!!

Dialogic Reading
Level 2



1. Ask open-ended questions. "What do you see on this page?" "Tell me more."
2. Follow answers with expansions. Add 1 or 2 words to student's answer.
3. Have students repeat expansions.
4. Help students as needed.
5. Let students choose topics to talk about.
6. Praise and encourage students.
7. Have fun!!

Dialogic Reading
Level 3



1. Ask questions related to the story plot. "What did he do next?" "Why was he sad?" "Where are they?"
2. Start asking distancing questions that relate to the student's personal experiences and remote events. "Did you ever see one?" "Have you ever been to a _____?"
3. Help students as needed.
4. Praise and encourage students.
5. Have fun!!

DIALOGIC READING FRAMEWORK

([HTTP://COMMUNITY.FPG.UNC.EDU/CONNECT-](http://community.fpg.unc.edu/connect-)

Dialogic Reading Strategies

PEER

○ Prompt

Use CROWD ?'s to prompt

○ CROWD

○ Completion

○ Recall

○ Open-Ended

○ Wh-questions

○ Distancing

○ Evaluation

○ Expansion

○ Repetition

Whitehurst & Lonigan, 1998

Dialogic Reading Planning Sheet



Dialogic Reading Big Ideas ↑ child familiarity = Increases in question complexity 1. Question 2. Evaluate 3. Expand 4. Repeat		CROWD C - completion R - Recall Open - Open-ended WH - <u>Wh</u> questions D - Distance	
Child	Language Level	Targets/Objectives	Vocab or Question Considerations
Charlie	One word	- Label objects/items - Answer <u>Wh</u> questions by feature, function, class (level <u>one?</u>)	- Target approx. 3 new words/book
Mia	Three word	- Label objects with three words - Answer <u>Wh?</u> s with three words - Answer <u>Open ended?</u> s	- Target 6 new words/book

Planning

Book: Marley: Farm Dog (iCan Read)

Page	Vocabulary	Level <u>One?</u> s	Level <u>Two?</u> s	Level <u>Three?</u> s
1	Dog Car Mom Dad	What is it? Where is the dog? Who barks? Who is in the car? Or Where is the family?	What do you see?	What is happening? Tell me about the picture. Tell me about a time you went to a farm/road in the car with mom and dad?
2	Dog Duck Water Splash	What is it? Where is the dog? Who flies? Who barks? Who has wings? Who has legs?	What do you see?	Tell me about a time your dog chased you? Tell me about a time your dog chased a squirrel? Tell me about a time you went swimming with your dog? What do you think will happen next?
4				

Dialogic Reading Data Collection

Page		Charlie	Mia				
1	Label						
	What						
	Where						
	See?						
	What happening?						
	What see?						
	Tell me about						

TWO RELATED STRATEGIES

PERUSE THE TEXT: CATAPULT (FOR NARRATIVES)

- **Covers (front and back).** What does the front cover show us about what we might visualize in the story? What does the back cover tell us about the story (words, pictures, both)?
- **Author:** What's the author's background? Has s/he written stories like this before?
- **Title:** What does the title lead us to predict about the story?
- **Audience:** For whom was this story written? Old, young; male, female; city- or country-dwellers?
- **Page 1:** Read page 1 and think about what the story might be about.
- **Underlying message or purpose:** With what we have so far, what message or purpose might the author have for readers?
- **Look at the visuals, maps, or sketches in the text:** What do they tell us?
- **Time, place, characters:** From the clues we have so far, what do we expect these things to be? What might happen to the characters?

PERUSE TEXT: THIEVES (FOR INFORMATIONAL TEXTS)

- **Title:** What does the title tell us?
- **Headings:** What do the headings tell us? What questions can we make from them? Make some predications.
- **Introduction:** Read and think about the introduction. Why do we think the author wrote this text?
- **Everything I know:** Jot down all the facts and ideas about the topic that I already know that may help me understand the new information being presented.
- **Visuals:** Look at the diagrams, charts, and pictures. Read the captions. Why did the author include them? What questions do we have about them?
- **End-of-the-chapter material:** Read the summary, if there is one, as well as any questions at the end. What did the author think was important? Look at bold or italicized type and look for the meaning of those words. What questions might focus my reading?
- **So what?** Ask why we are reading this. Why might I be interested in reading this?

APPLICATION FOR CIERRA

- **Option 1: Assume Cierra is your student. Describe how you will implement Dialogic Reading for her in your setting.**
 - How will you plan for her instructional sessions (create a teaching protocol)?
 - How will you ensure access to the necessary supports?
 - As a general education teacher, describe your role in supporting this student and how will you ensure you fulfill this role?
- **Option 2: Select a student in your class.**
 - Write a teaching protocol for how you will implement either THIEVES or CATAPULT with your student.

TEXT PATTERN INSTRUCTION

MEET ALAN

Alan is a verbal third grader who enjoys reading informational books about animals. He can accurately pronounce all the words he sees. When it is time to read stories, he appears uninterested.

Alan is very good at spelling words, but when it comes to writing sentences and paragraphs, he gets very anxious, often retracing the same letter over and over.

TEACHING TEXT STRUCTURES

- Teaching text structure = teaching thinking patterns
- Students learn
 - Text structures
 - Academic content learning
 - Executive function skills (planning and organizing)
- Incorporates EBP for students with ASD
 - Visual schedules
 - Task analytic instruction
 - Modeling and coaching

TEACHING TEXT STRUCTURE

- **First, teach underlying concepts**
- **Create necessary materials**
 - Expository passages for reading
 - Schedule
 - Text structure organization guide
 - Text structure analysis sheet
 - Expository writing planning sheet
- **Follow a systematic instructional schedule (i.e., task analysis) with adjustments for individual needs**

WHEN TARGETING ONE TEXT STRUCTURE

- Teach underlying concepts
- Read passage containing exemplar paragraphs
 - Introduce passage (read heading, make prediction)
 - At the end of the paragraph, ask students to summarize content
 - At the end of the passage, ask associated questions (below are for compare-contrast):
 - What are the two concepts?
 - How are they similar/the same?
 - How are they different?
- Complete graphic organizer

TEACHING MORE THAN ONE TEXT STRUCTURE

- Identify the text structures used in the text
- Create a text structure organization sheet
- Before: Explicitly teach these text structures using the organization sheet
- During:
 - Use the text organization sheet to help students recognize key words, but emphasize the academic content (what does this structure tell us about the content)
 - Summarize content, using the text structure graphic organizer and writing activity

VISUAL SCHEDULE FOR ONE PATTERN

- Talk about the purpose of understanding text patterns
 - Text patterns are important because...
 - Authors use text patterns because...

- Talk about strategies we can use to direct our thinking when we read and write
 - Purpose (author's purpose – why did they write it?, my purpose – why am I reading it?)
 - Make connection (What do I know? What have I experienced?)
 - Pay attention! (Think about the text structure, signal words, and GO)
 - Ask, do I understand?

- Review the Text Structure Organization Guide

- Work with the Vocabulary
 - Review text structure related words (signal words)
 - Review content related words

- Read the text. As we read, we will
 - Read a section of the text at a time
 - Identify key words
 - Think about the text pattern
 - Complete a Text Analysis and Summary

ORGANIZATION GUIDE

ONE TEXT STRUCTURE

|Compare and Contrast

Purpose: To show how two things are alike and different

Key Words

Same Signal Words

both
alike
can
same

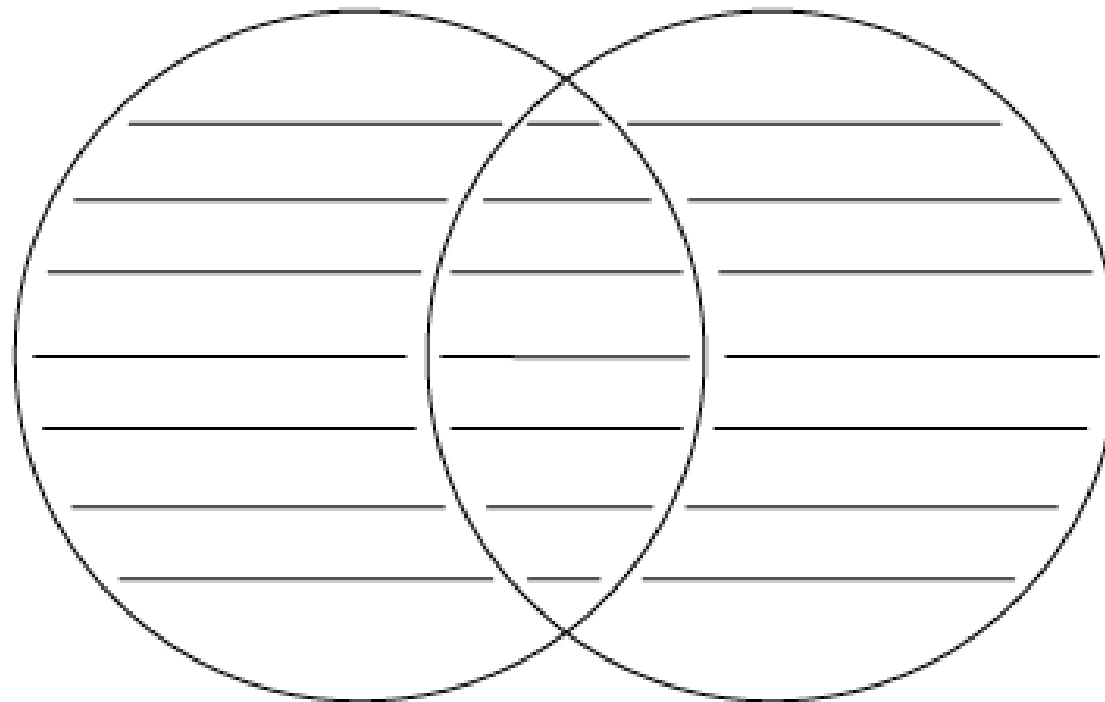
Different Signal Words

two kinds
different
cannot
do not

TEXT STRUCTURE ANALYSIS SHEET TEACHING ONE STRUCTURE

Figure 2. Compare Contrast Diagram

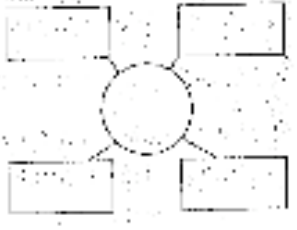
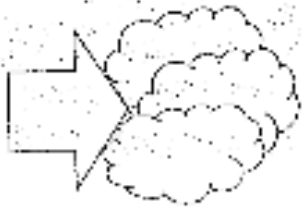

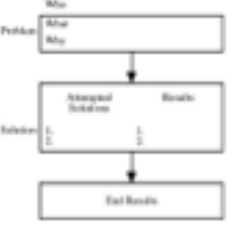
Topic _____ **Topic** _____



VISUAL SCHEDULE FOR MORE THAN ONE PATTERN

- Talk about the purpose of understanding text patterns
 - Text patterns are important because...
 - Authors use text patterns because...
- Talk about strategies we can use to direct our thinking when we read and write
 - Purpose (author's purpose – why did they write it?, my purpose – why am I reading it?)
 - Make connection (What do I know? What have I experienced?)
 - Pay attention! (Think about the text structure, signal words, and GO)
 - Ask, do I understand?
- Review the Writing Expository Text sheet

TEXT STRUCTURE ORGANIZATION GUIDE

Text Structure	Purpose	Features	Signal Terms and Questions	Graphic Organizer
Description	To explain an idea or thing	Focus on one thing and its components	is, are, consists of, this, that, in fact, for instance, most important	
			What topic or idea is the author describing? What are the details or how is it described? What is important to remember about the details?	
Cause and effect	To explain why something happens or exists	Reasons and results	so, so that, because of, as a result of, since, in order to	
			What happened? Why did it happen?	
Compare and Contrast	To show how subjects are alike and different	Two or more items with similarities and differences	differs from, similar to, unlike, like, similarly, yet, although, but, however, on the other hand, either...or, not only..., but also	
			What are the two ideas? How are they similar? How are they different?	
Problem and solution	Show the development of a problem and the solution	Describe a problem, action, and the solution or outcome	The main difficulty; one possible solution is; one challenge; therefore, this led to, so that; if...then; thus	
			What was the problem? What did the person do? What happened?	

Note: Adapted from [Zwiers \(2010\)](#).

TEXT STRUCTURE ANALYSIS SHEET: TEACHING MORE THAN ONE STRUCTURE

1. My prediction of what this passage will be about:
2. The author's purpose for writing this section was to:
 - a. Explain an idea or thing
 - b. Explain why something happens or exists
 - c. Show how two things are alike and different
 - d. Show the development of a problem and the solution
3. I know this because the author focused on:
 - a. One thing and its components
 - b. Reasons something happens and the results
 - c. Two or more items with similarities and differences
 - d. A problem, action, and solution
4. Some of the key words that confirmed this are:
5. How my brain organizes the information in pictures (e.g., graphic organizer) or words

APPLICATION FOR ALAN

- **Pretend Alan is a student in your class, describe how you will use text structure instruction with him?**
 - **How will you plan for her instructional sessions (create a teaching protocol)?**
 - **How will you ensure access to the necessary supports?**
 - **How might you use text structure instruction with your entire class, regardless of level of need?**

FINAL APPLICATION ACTIVITY

- Identify your three big takeaways from the webinar series.
- How will you implement at least one strategy from these sessions in the next week?