Teaching
Reading/Language Arts to
All Students

Tracie Lynn-Zakas
tracie.zakas@cms.k12.nc.us
Keri M. Stevenson
ksteve40@uncc.edu
Acknowledgement & Permissions

- Several of the slides used in this presentation were originally created by one or more of the following individuals and are used here with their permission. For permission to reuse any portion of this presentation, please contact dbrowder@uncc.edu for additional information.

- Diane Browder, Ginevra Courtade, Bree Jimenez, Lynn Ahlgrim-Delzell, Katherine Trela, Shawnee Wakeman, Tracie-Lynn Zakas.
Goal of Literacy for All Children

- National Reading Panel’s 5 components of reading:
  - Phonemic Awareness
  - Phonics
  - Vocabulary
  - Fluency
  - Comprehension

- Debate: Phonics vs. Meaning-based Reading
What is Emergent Literacy?

- Involves the reading and writing behaviors of children that precede then develop into conventional literacy.
- Success for development is influenced by the literacy events in children’s lives.
- Students with ID may have fewer opportunities to engage in literacy activities.
Chall’s Stages of Reading Development

- Pre-Reading (birth to 6yo)- Pretends to read, models adult reading behaviors, uses pictures, can retell a story
- Initial Reading (6-7yo)- Develops letter-sound relationships
- Confirmation/ Fluency (7-8yo)- becomes a more fluid reader
- Reading to Learn (8-14yo)- Uses reading to acquire new knowledge
- Multiple Viewpoints (14-18yo)- Critically analyzes readings
- Construction/Reconstruction (18yo +)- Makes judgments on readings based on high levels of abstractions
Emergent Literacy and Functional Reading

- **Functional Reading:**
  1. Acquisition of specific sight words that have immediate functional use
  2. Alternative way to learn reading skills
  3. Way to gain quick success in reading

- **Sight Word Approach- Limitations**
  1. Students may not have functional comprehension
  2. May not teach words in a larger language context
Functional Reading

- Is it still appropriate?
  1. Provide two concurrent forms of reading instruction
     - One that promotes literacy
     - One that promotes sight word identification
  2. Provide literacy instruction at the elementary stage, and functional reading at secondary stage
  3. Make sight word instruction a part of the literacy program
Suggestions for Solutions

- Integrate sight word instruction into the emergent literacy program
- Adapt books to include picture/picture symbols
- Embed high frequency words and pictures into existing text
Literacy for Students without Disabilities

- Experts recommend a *balanced approach*
- Elements include:
  - Guided reading
  - Specific word study
    - Sight words
    - Decoding/phonics
  - Writing
  - Self-selected, independent reading
# Literacy for Students with Significant Cognitive Disabilities

<table>
<thead>
<tr>
<th>What may be difficult or deficit</th>
<th>What can we do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences that may lead to literacy connections</td>
<td>Expose students with SCD to as many life experiences as possible</td>
</tr>
<tr>
<td>The sole use of a phonics or a whole word approach</td>
<td>Use approaches that allow for expression of literacy skills using different modalities</td>
</tr>
<tr>
<td>A belief that literacy is the ability to read and understand written words, with no exceptions</td>
<td>Provide highly qualified teachers who can deliver literacy standards, and make those standards meaningful</td>
</tr>
</tbody>
</table>
High Expectations for Literacy

- **Attitudes**
  - Educators and families need to believe that exposure to literacy will benefit the child with SCD.
  - Students will be affected by both high and low expectations.
  - All students should be expected to engage in, and interact with literacy activities along side their peers without disabilities.
  - Students with SCD should have access to the same materials as their peers.
High Expectations for Literacy

- State Standards for Literacy and Students with ID
  - The expectation of learning and exposure to literacy should be apparent, regardless of the level of disability
  - Teachers will be the interpreters of the content standards for students with disabilities
General Guidelines for Literacy Instruction
Life Experiences as a Basis for Literacy

For most children

- Literacy begins at home
- Early preparation at home = literacy readiness skills
- Children often enjoy reading and re-reading favorite stories
- Language acquisition contributes to reading readiness skills
Life Experiences as a Basis for Literacy

Children with significant cognitive disabilities may have less opportunities and exposure to the activities that contribute to early literacy skills.
Linking Communication and Literacy

- There is a strong relationship between literacy skills and communication.
- Understanding that all people, places, things and actions have names and can be described is one of the foundations of literacy.
Reading: Mostly sight words (without comprehension)

Literature Review Categories for Reading
128 experiments (119 articles)

- Fluency: 36
- Vocab: 117
- Phonics: 13
- Phonemic Awareness: 5
- Comp: 31

Components of Reading

What do we do when a child has a serious communication deficit?

How do we create the link between communication and literacy?
Alternative and Augmentative Communication Systems

Two types of AAC

1. **Unaided AAC**
   - When nothing is added to the individual
     - Facial expressions
     - Sign Language

2. **Aided AAC**
   - The use of a devise, program, system
     - Voice Output Devices
     - Picture Exchange Communication System
     - Picture Symbol
Alternative and Augmentative Communication Systems

- The AAC should be easy for the student to access.
- The AAC selected should be at that students cognitive level.
- The introduction to AAC should include students preferences and understanding:
  - Hanukkah verses Christmas
Assistive Technology: Examples*

- Big Mac™ Voice output (Ex: Repeated Story Lines)
- Cheap Talk-offers array of choices (Ex: Prediction Question; Comprehension)

(Browder & Spooner, p. 80)
Making Literacy Accessible

- Adapting Materials
  - Materials may
    - Include object representations paired with words and symbols
    - Rewritten with a simple level of vocabulary
    - Use AAC for the presentation of the material, and for student comprehension
    - May use other adaptations for students with sensory deficits
  - Materials should remain
    - Grade appropriate
    - Age appropriate
QUICK Review of Prompting
Response Prompting

Post response prompting: feedback only
- Reading format: can be expressive or receptive
- Prompt: simple correction of any word missed
- Ex: “The word is coffee.”
Response Prompting

Simultaneous prompting

- Reading format: usually expressive
- Prompt: teacher models answer on every trial (probes are independent)
- Ex: “Read hamburger.”
Response Prompting

Time delay (constant or progressive)
- Reading format: expressive or receptive
- Prompt: Teacher models correct answer first (0 delay); the remainder of trials are at a delay of 4-5 seconds (increments if progressive)
- Ex:
Response Prompting

Least intrusive prompts

- Reading format: receptive
- Prompt: give graduated levels of assistance until the student points to the correct word
- Ex: gesture to word, point to word, place student’s hand on correct word
Stimulus Prompts

- Stimulus fading
  - Reading format: expressive or receptive
  - Prompt used: correct word is highlighted with color or picture cue which is faded across trials
  - Ex:

  red   red   red
Story-Based Lessons for Students with Intellectual Disabilities

Tracie-Lynn Zakas
Charlotte-Mecklenburg Schools
February 1, 2011
General Reading Curriculum

- Books that are grade and age appropriate
  - Promotes access to the general curriculum
  - Aligns with state standards by teaching the same curriculum
  - Creates opportunity to experience the literature of students’ age/grade level
General Education and Special Education Partnership

- Focus on this grade level literature together
- Identify the upcoming stories and books
- Reviews units to be taught in general education class
- Get a copy of the stories and books for special education class
- Discuss any peer readers; coteaching; joint activities; inclusion options to be considered
Adapting Books

- Challenge of the text
  - Are not able to read the words
  - May have no pictures in older grades
  - Short attention spans vs. amount of text if read aloud
  - Limited receptive vocabulary

- Challenge of the book
  - May not be able to hold/ manipulate book
  - Book may be too “fragile” for students’ motor planning
  - Book may appear unappealing if all text
Adapt the Text: Shorten or rewrite the text

- After reading the book, decide-
  - The vocabulary is basic, easy to understand (e.g., K-1 level), will I need to eliminate some pages/ parts of page to shorten the story?
  - The vocabulary is complex, will I need to rewrite the story? Will it be one summary story or by chapters?
Adapt the text: Add text cues

- Add text cues that the student will help you read
  - Repeated story line that is the “Big Idea” of the story
  - Story line may contain a picture symbol student will select or “read” with AT
Adapt the text: add pictures that help support the story

- If story has pictures, no adaptation may be needed
- If a chapter book or limited pictures
  - Use digital photographs
  - Use Boardmaker symbols
  - Cut pictures from inexpensive picture books that can be used to help convey the story
  - If artistic, illustrate your book!
Physically alter the book-ideas

- Take book apart and mount on sturdy material; laminate
- Put pages in 3 hole sheet protectors
- Use page separators (sponge, big paper clip, bag clip, foam) or tabs for ease of turning
- Audiotape for student who is visually impaired; use switch operated tape player
- Put book on computer
Augment the book

- Objects that relate to the story
- Puppets of characters
- Raps and songs
- Related art work
Curriculum

- Find out the books used for the students’ age/grade
  - Media specialist
  - General education teacher
  - Public library
  - Internet

- Promote diversity and student interests/preferences
- Pick a book YOU will enjoy teaching
Objectives

- What grade level standards are addressed in this lesson? What priority skills do you want this student to demonstrate in this lesson?
Guided Group Practice

- What specific components of reading are targeted and how will students demonstrate these?
  - Phonemic awareness
  - Phonics
  - Fluency
  - Comprehension
  - Vocabulary
When Parallel General Education Teacher’s Lessons

- Typical student activity
  - Develop a thinking map to show how Anne matured during the time of hiding
    - (From lesson on *Diary of Anne Frank*)
  - Review these vocabulary words...

- Response for this student
  - Select the picture that shows an older Anne (teen versus girl)
  - Select Boardmaker symbols associated with story
What does it look like?
most research has focused on the acquisition of sight words
- through massed trials
- with systematic prompting and fading

students with significant cognitive disabilities can acquire sight words through this method of intervention
Sight words are only one component of reading!

National Reading Panel (2000)

- systematic explicit phonics instruction makes a more significant contribution to children's growth in reading than do alternative programs providing unsystematic or no phonics instruction

Critical Components of Beginning Reading Instruction

- phonemic awareness
- alphabetic understanding
- vocabulary
- comprehension
- accuracy and fluency with connected text
Story-Based Lessons

- Because of Winn-Dixie
- The Call of the Wild by Jack London
- Macbeth by William Shakespeare

*“One of the best family movies in years!”*
Start with the General Reading Curriculum*

- Books that are grade and age appropriate
  - Promotes access to the general curriculum
  - Aligns with state standards by teaching the same curriculum
  - Creates opportunity to experience the literature of students’ age/grade level
Adapt the story

- **Challenge of the text**
  - Are not able to read the words
  - May have no pictures in older grades
  - Short attention spans vs. amount of text if read aloud
  - Limited receptive vocabulary

- **Challenge of the book**
  - May not be able to hold/manipulate book
  - Book may be too “fragile” for students’ motor planning
  - Book may appear unappealing if all text
Re-write chapter summary using considerate text:

- Add graphics (picture symbols) to key vocabulary
- Add definitions to text
- Add explanations to text
- Use Repeated Story Line to support main idea of each chapter
Typical Secondary Reading

- A traditional reading lesson consists of the teacher leading a class through a reading passage
  - Teacher sits or stands in front of the class
  - Each student has a copy of their own book
  - Students take turns interacting with the story, reading passages, and finding vocabulary words
  - A whole story is not typically read in a day, so the teacher may concentrate on only one chapter per day.

- Phonics instruction not usually taught separately at this age, so these skills may be embedded in story reading by selecting specific words and using emphasized pronunciations
Prep for teaching literacy skills using story-based lessons (SBL)

- Select grade-level chapter book or adapted chapter book
- Select key vocabulary from book
  - If using picture vocabulary, pair picture with word
  - Up to 8 vocabulary words per book
- Create a repeated story line from one of the main ideas of book/chapter
- Select at least 3 comprehension questions with answers and distracters per chapter
- Modify book as needed for student access

Story-based Lessons
Steps of the Story-Based Lesson  Secondary Level

1. Anticipatory set
2. Read the title
3. Read the author’s name
4. Open book
5. Identify vocabulary
6. Make a prediction
7. Text point
8. Repeated story line
9. Turn the page
10. Phonetic awareness opportunity
11. Find a target vocabulary word in text
12. Comprehension question/review prediction

First 6 steps should be done in specific order, all other items can be completed in the order of teacher’s discretion
Step 1: Anticipatory Set
Description

- Anticipatory set is the presentation of an object or concept that can be accessed through any one of the five senses
- Select an item that will increase student participation.
- The anticipatory set can include:
  - An object to be touched (ex. dog leash or a newspaper article)
  - A food that can be experienced through taste or smell (ex. the scent of vanilla or perfume)
  - An object that describes a concept (ex. ice cube, cup of warm water, cotton batting or sandpaper)
  - A recording that represents a part of a story (ex. music that is representative of story or part of a famous speech)
Step 1: Anticipatory Set
Teacher Action

- Present an object that can be accessed through at least one of the five senses to represent a major theme and create a sense of anticipation
  - Students may be able to give verbal descriptions
  - Students may also help to prepare the anticipatory set
  - Each student should have the opportunity to handle, taste, smell, hear the item used in the anticipatory set

Example: Call of the Wild by Jack London
You can give the students an ice cube to represent the cold, show them a model of a sled, show them pictures from the Iditarod
Suggestion: May want to include AT examples.

Wendy Carver, 2/6/2008
Step 2: Read the Title
Description

- If a student is unable to handle their book, it can be placed on a music stand and raised to the student’s eye level
- When presenting the title page of the book, the teacher should use the word “title”
  - “I am going to read the title of our book.”
- The teacher should also sweep their finger under the title, to further emphasize their statement
- Students should have their own books; the teacher may need to model the title on the student’s book
Step 2: Read the Title
Teacher Action

- Every student should have an opportunity to touch and/or read the title of their own book.
  - Can place title on voice output device

- The title of the book can be highlighted or underlined

Example: Teacher says “This title of our book is ‘Call of the Wild’. Touch/tell us the title of your book.”
Step 3: Read the Author’s Name Description

- When presenting the title page of the book, the teacher should use the word “author” to describe the writer of the story
  - “I am going to point to the author’s name. The author is the person who wrote this book.”
- The teacher should also sweep their finger under the author’s name, to further emphasize this statement
- Students should have their own books; the teacher may need to model finding the author’s name on the student’s book
Step 3: Read the Author’s Name Teacher Action

- Every student should have an opportunity to engage with and/or read the name of the author from their own book.

Example: Teacher says “This author of our book is Jack London. Touch/tell us the author’s name.”
Step 4: Model Opening the Book Description

- Students may not have had an opportunity to “handle” books
- Students need to understand how to orient the book
  - Front, back, top and bottom of the book
- Students should be given the opportunity to position the book so that it can be read
- Point out the front, back, top and bottom of the book and model how to open it
- Each student should have the opportunity to open their own chapter book and find the correct chapter
Step 4: Model Opening the Book Teacher Action

- Teacher ask students to find a specific chapter from a closed book
  - Avoid directly saying “open the book”
- The teacher may need to prompt which chapter to find
- Student’s book can be placed in an upside-down and/or backward fashion to create additional challenge
- If the student has physical limitations, present book in a variety of positions, and ask, “Is the book ready to be read?”
  - The student can respond by using their primary method of indication (e.g. head nod, AAC device, pointing, eye gaze)

Example: “How do we get our chapter started?”
Step 5: Identify Vocabulary

Description

- Vocabulary:
  - Words that we must know to communicate effectively
  - Words in text that we must know so that we can connect to the text
- Teach word meaning through specific instruction
  - Teach specific words prior to reading
  - Repeat exposure to vocabulary words in many different contexts
- Select up to 8 words/pictures
  - They may be highlighted
  - Pair picture vocabulary with the word
  - May use voice output device
Step 5: Identify Vocabulary
Teacher Action

- Identify the vocabulary on the vocabulary page before the story is read.
- Students are given the opportunity to read or point to the selected vocabulary as they appear in the on the vocabulary page or in the text.

Example: Two of the selected vocabulary words for chapter one in Call of the Wild may be **love** and **home**. Student can be asked to find those words on the vocabulary page.
Step 6: Ask a Prediction Question

Description

- Students make a prediction about what they think the chapter will be about using a vocabulary page
- The vocabulary page of each chapter will provide context clues that may lead the student to make a prediction statement
- The teacher can review the previous day’s repeated story-line
- There are no wrong answers.
  - The student is simply indicating what they THINK the chapter will be about.
Step 6: Ask a Prediction Question Teacher Action

- Show cover of the book
- Show vocabulary page
- Review repeated story-line
- Ask the students what they think the story will be about.
- The child may choose from pictures, objects, or give a verbal response.
  - Vary the number of options the students have to select from
  - Vary the difficulty of the options by using distracters that are very dissimilar or similar to pictures in the book
- The teacher can graph or chart student answers

Example: “What do you think our chapter will be about? Do you think it will be about an dog or an airplane?”
Step 7: Text Pointing
Description

- Point to text as you read. Text-pointing teaches concept that words on a page are correlated to pictures in the book and story being told. It reinforces concept of reading left to right and top to bottom.
- Students should be given the opportunity to text point in their book.
- For students with physical limitations, text can be enlarged and displayed on a large piece of paper, clear plexi-glass for eye-gazing or voice output device.
- Sentences can be highlighted and may be the repeated chapter line.
Step 7: Text Pointing
Teacher Action

- Read and point to the text.
  - Teacher should model pointing from their book
  - Students should point to the text in their books
- Each student should have the opportunity to point to the text and “read” with the teacher at least once during the chapter.

Example: “Help me read this sentence. Buck loved his home.”
Step 8: Read the Repeated Story Line

Description

- Secondary books rarely have a line from the book that is repeated that describes the main idea of the chapter.
- When there is no repeated line, the teacher can create one that emphasizes a theme central throughout the chapter.
- This text can be emphasized by highlighting, bolding, or underlining the statement.
- Each child should have an opportunity to read the repeated story line (or part thereof) or they may read the line as a choral response.
Step 8: Read the Repeated Story Line

Teacher Action

- Students have the opportunity to point to and “read” the repeated story line from their book.
- Repeated story line may also be recorded into a student’s voice output device, so the student can “read along”.
  - If using a voice output device, leave device near student so they may show anticipation of the line by activating the device at the right moment rather than handing the device to them at the time of the line.

Example: “Help me to read the repeated story-line. ‘Buck loved his home.’”
Step 9: Turn the Page
Description

- Indirectly ask the student to turn the page in their own book
  - Helps make the connection between printed text and hearing the story
  - The request is implied to prevent the student from following the teacher’s direct command and encourage the student to think about what is needed to continue the story

- For students with physical limitations:
  - Pipe cleaners or craft sticks glued to the pages to create handles
  - Pieces of sponge glued to separate the pages
  - Have a picture or program a voice output device to indicate “turn the page”
Step 9: Turn the Page
Teacher Action

- Every student is given the opportunity in continuing the story by turning the page in their book
- Requests can be made by asking the student:
  - “How do we keep the story going?”
  - “What do you think happens next? How can we find out?”
  - “What do we need to do to find out what is going to happen?”

Example: “How do we keep our story going?”
Step 10: Phonics & Phonemic Awareness

**Description**

- Select one vocabulary word that is considered “phonetically regular”
- Say the word fast and say the word slowly
- The students should also say the word slowly.
- If a student in not verbal, individual sounds can be placed on a four box voice output device so the child can touch the sounds and then touch the corresponding word.

```
h o m e home
```
Step 10: Phonics and Phonemic Awareness

Teacher Action

- When reading the word on the vocabulary page, say word very slowly to pronounce all of the vowel and consonant sounds
  - Try to blend the sounds together as you say the word, without stopping between the sounds ("ccccaaat")
- Ask the students to say the word sounds with you slowly
- Students may also identify first or last sound in the word
- Ask the students to say the word quickly ("cat")

Example: "The vocabulary word is dog. Say dog the fast way. Now, listen to me say ‘dog’ slowly. Dooog. Now you say dog slowly. Try to say all of the sounds in dog. Touch the letter that makes the first sound."
Step 11: Target Vocabulary Word
Description

- Select 2-3 target words from the vocabulary page
- Review words prior to reading the chapter or passage
- As the passage is read, encourage the students to touch or say vocabulary words as they appear in the text
- For the student with limited verbal skills, provide a picture cue that they can display when the word is read.

Or

- Program voice output device with the appropriate vocabulary word. Encourage the student to press the correct vocabulary word as the word appears in the passage
Step 11: Target Vocabulary Word

Teacher Action

- Identify the vocabulary words within the text as the chapter is read.
  - These words will be selected from the vocabulary page at the beginning of each chapter.
  - Teachers may want to select a word with a literal meaning and a word with an inferential meaning
- Vocabulary can be highlighted in the text
- As the chapter or passage is read by the teacher, students are given the opportunity to read and point to the selected vocabulary as they appear in the text.

Example: As determined earlier, two of the selected vocabulary words for chapter one in Call of the Wild may be love and home. The word dog may be added. Students may look for those words in the text as the chapter is being read.
Step 12: Comprehension
Description

- Construct comprehension questions with Bloom’s Taxonomy in mind.
- The six areas for comprehension are:
  1. Knowledge
  2. Comprehension
  3. Application
  4. Analysis
  5. Synthesis
  6. Evaluation
Sample Comprehension Questions

- **Knowledge** - questions that involve basic recall skills
  - Who was in the story?
  - Where did the girl visit?

- **Comprehension** - questions that identify, clarify, or sequence
  - What happened at the end of the story?
  - What happened first, next, last in the story?
Sample Comprehension Questions

- **Application** - making connections to the text
  - The girl was dancing. What are you doing?
  - The boy was happy. Tell me about a time when you were happy.

- **Analysis** - categorizing/classifying and comparing/contrasting
  - Jack rode his bike to the store. How else could he have gotten to the store?
  - How are the two boys alike? How are they different.
Sample Comprehension Questions

- **Synthesis** - main idea; and cause and effect
  - What was our story about?
  - When it started to rain, what did the little girl do?

- **Evaluation** - real/not real, fact/fiction
  - Can an elephant really talk, dance, and sing?
  - Is the book Call of the Wild fact or fiction?
Step 12: Comprehension Questions Teacher Action

- Comprehension questions can be asked immediately after reading the line in which the answer appears or after reading the book.
- Student can also complete comprehension tasks as Individual Work Time.
- Support student responding with offering choices with:
  - distracter options varying number of options and types of distracters
  - voice output devices, pair pictures with words, eye gaze board, etc.

Example: “Who was in our story?” Was it a dog or a basketball player?
Chapter 1

Buck is a large dog. He lives in a large home and is owned by the wealthy Judge Miller. Buck is loved by everyone. Buck thinks he is the boss of his home and Buck loved his home.
Use assistive technology to increase active, independent responding

- Technology can be used as an aid for the student to produce the intended response independently.

- For example:
  - Charlie will use a switch to activate progress through a science website.
  - Sarah will use IntelliKeys to give information about planets in our solar system.
Literacy across the curriculum

- Brian will eye gaze to select pictures to be included in a picture report for science.
- Melissa will identify the main characters of a story by using pictures/initial letter sounds for their names.
- Nadia will select the picture/word phrase that best summarizes the math problem to be solved.
"Nothing limits achievement like small thinking. Nothing equals possibilities like unleashed thinking."

William Arthur Ward
Making Literacy Accessible

- Following the Students Interests to Ensure Meaning
  - All students tend to demonstrate greater learning capacity if presented with material that peaks their interest
  - Using areas of interest may help the student to form clear associations between words, symbols, and activities
Making Literacy Accessible

- **Offering Choices**
  - Choices can include:
    - Reading material
    - Length of time
    - Writing implement
    - Writing surface
  - Giving students a choice of literacy activities will most likely increase their length of engagement
  - Emphasis should be on the engagement in literacy, and not on the means.
Making Literacy Accessible

- Identifying Preferences
  - Preference assessments
  - Use many people to ascertain the student’s preference:
    - Self reporting
    - Previous teachers
    - Personal observation
    - Parents, siblings, and caregivers
Natural Opportunities for Literacy Instruction

- Analyze the school, home, or community setting to determine the natural literacy opportunities.
- Utilize technology and accommodate each student to increase natural engagement in literacy opportunities.
- Allow students to actively engage in the literature.
- Examples of where to find some natural opportunities:
  - Restaurants
  - Waiting rooms
  - Classroom
  - Library
  - Computer
Creating Meaningful Literacy Opportunities

Examples:

- Schedules and planners
- “check off” completed tasks
- Using pic-syms paired with text to give directions to an activity or request
- Use objects paired with text to allow the student to engage in the task
- Create daily journals with text and pictures that detail the student’s activities, so the student can participate in the retelling their day
Team Approach

- Collaboration will lead to enhanced literacy learning
- The educational team may include:
  - Teachers
  - Para-professional
  - Speech-language pathologists
  - Therapists
  - Administrators
  - Parents
  - Peers
Creating and Using Tactile Experience Books for Young Children with Visual Impairments

Sandra Lewis
Joan Tolla
Literacy Needs of Children with Visual Impairments

- A VI will affect a child’s ability to observe the symbols and events that are key to the development of early literacy skills.
- A child should be exposed to Braille and the experiences of sighted readers at an early age.
- A child with VI may have a difficult time developing the meaningful concepts gained through life experiences.
- The child with VI will learn from part to whole.
- Child with VI may not experience immersion into literacy in the same way a sighted child.

Lewis and Tolla
Illustrations in Books for Young Readers

- Pictures in books provide necessary context cues for sighted children
- They can access a greater understanding of unfamiliar concepts with the use of pictures
- Pictures provide a bridge between listening and early reading behaviors

Lewis and Tolla
Tactile Illustrations for Students with Visual Impairments

- **Raised Line drawings**
  - **Pros:**
    - Offer a tactile rendering of the picture
  - **Cons:**
    - Attempts to present a 3-D world in 2 dimensions
    - Abstract concepts cannot be recreated in a tactile form

- **Story Boxes and Book Bags- Objects that represent key concept in the story are gathered**
  - **Pros:**
    - Offer the child an opportunity to interact with the book
  - **Cons:**
    - Does not address the need to be exposed to books in which the text and activities are presented on the same page
Tactile Illustrations

- Tactile Experience Books
  - Artifacts from an event experience by the child are actually incorporated onto the pages of a simple, sturdy book.
  - Sighted peers can help to collect materials and make the books
Tactile Illustrations

- Making a Tactile Experience Book
  - Objects can be collected during an naturally occurring event
  - Objects should be items that the student has actually had contact with
  - The book should be easily handled by the child
  - Metal rings to bind the pages
  - Affix the objects to the page
  - Large objects can be stored in Zip-Lock bags
  - Keep the “decorations” simple
  - Braille text should be in a predictable and consistent place
  - Visual text should also be included, so the story can be shared with those who do not read Braille
  - Install repeated themes through-out the book
Tactile Illustrations

- **Benefits**
  - They describe personal experiences
  - Early book skills are presented
  - Grapheme-phoneme connections are made
  - Motor skills can be honed
  - Reinforces spatial, temporal, and number concepts
  - Explains a “bigger world” to a child who cannot experience it through sight

Lewis and Tolla
Tactile Illustrations

- Cautions
  - Takes time and planning
  - Consider the “messy-ness” of the items included in the story
  - Watch for choking hazards