Literacy Instruction for Young Children with Intellectual and Developmental Disabilities

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Welcome!

> Who is here?
  - Each childhood teachers
  - Administrators
  - Future teachers
  - Parents
  - Service provider (e.g., BCBA, SLP, OT, PT)
Today’s Learning Objectives

> By the end of this presentation, participants will:
  - Gain knowledge regarding how to facilitate the comprehension of students with intellectual disability on adapted texts
  - Identify strategies to implement before, during, and after reading an adapted text
  - Leave with resources that can be used to implement interactive story lessons
What population are we talking about?

- Students with moderate to severe intellectual disability who also require supports for adaptive functioning
  - IQ < 55

- These students may have significant challenges in
  - Learning abilities
  - Communication
  - Behavior
  - Personal and social skills
  - Sensory and physical development
Instruction for Students with Moderate and Severe Intellectual Disability

> Multiple trends in educating students with moderate and severe ID since 1975
Curriculum Trends That Have Shaped Current Practices

- Inclusion/Functional instruction (1976)
- Self-Determination (1990s)
- General Curriculum Access (1997 and 2004 IDEA amendments)
Current Practices

- Evidence-based practices
- Self determination
- Age appropriate
- Inclusion
- Blended Instruction (general curriculum + functional)
Why do we care about access to the general curriculum?

Access to the general curriculum has been found to improve:

- Self competence
- Social interactions
- Independent living
- Community integration
- Engagement
- Academic achievement

Competing or complementary agendas?

> Teaching to standards or teaching functional skills?

> Blended practices acknowledge the need to promote both *functional* and *academic* development.

> Sometimes simultaneous, sometimes separate.

*Browder* (2015)
Literacy for Students with ID

> Literacy has traditionally been undervalued for students with intellectual and developmental disabilities.

> Overemphasis on solely functional skills needed for activities of daily living.

> Within the last decade we have established a strong research base demonstrating that students with severe disabilities can develop literacy skills.

*Westling, Fox, & Carter (2015)*
Interactive Reading—Shared Story Reading—Read Alouds

> A practice used to:
  – Help students access age-appropriate text
  – Provide structured and supported reader-listener interactions
  – Promote various literacy skills (e.g., comprehension, vocabulary)

> Has been determined to be an evidence-based practice for promoting the literacy skills of students with intellectual and developmental disabilities.

(Hudson & Test, 2011)
Accessing and Comprehending Grade Level Topics Through Interactive Reading

- Uses adapted, age-appropriate, content-area texts as the anchor of instruction
- Builds comprehension of grade-level concepts
- Increases students’ awareness of comprehension monitoring strategies before, during, and after reading
- Provide opportunities to develop academic and functional skills (e.g., social skills, engagement)
- Leverages principles of systematic instruction
- Is evidence-based
- Can be applied across a variety of content areas
Comprehension Monitoring Strategies Before, During, and After Reading

> Content area text typically includes dense, textual information that can be **inaccessible** in its current form for many students with disabilities.

> **Content area literacy strategies** have been demonstrated to be effective for facilitating students’ comprehension.

(Mason & Hedin, 2011)
Evidence of Effectiveness

Interactive reading of adapted text has been demonstrated to improve:

- Comprehension
- Engagement
- Concept knowledge
- Vocabulary

(Hudson & Test, 2011; Smith et al., 2013)
Creating Interactive Story Lessons Focusing on General Education Content
Step 1: Locating and Aligning Text

1. Become familiar with the academic standards for the student’s grade level
   – Content area standards (science, math)
   – ELA standards
   – Essential Elements

2. Work with the general education teacher to identify target academic standards
   – What standards are general education units aligned to?

3. Locate text (e.g., textbooks, articles, stories)
   – Select a target text as the anchor of instruction based on student interest and content alignment with standard
Science Standards:  
https://www.nextgenscience.org/

Students who demonstrate understanding can:

**K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.**  
[Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

<table>
<thead>
<tr>
<th>Science and Engineering Practices</th>
<th>Disciplinary Core Ideas</th>
<th>Crosscutting Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyzing and Interpreting Data</strong></td>
<td><strong>LS1.C: Organization for Matter and Energy Flow in Organisms</strong></td>
<td><strong>Patterns</strong></td>
</tr>
<tr>
<td>Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</td>
<td>- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</td>
<td>- Patterns in the natural and human designed world can be observed and used as evidence.</td>
</tr>
<tr>
<td>- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connections to Nature of Science</strong></td>
<td><strong>Scientific Knowledge is Based on Empirical Evidence</strong></td>
<td></td>
</tr>
<tr>
<td>- Scientists look for patterns and order when making observations about the world.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Connections to other DCIs in kindergarten: N/A*

**Articulation of DCIs across grade-levels:**


**Common Core State Standards Connections:**

- **ELA/Literacy - W.K.7**  
  Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1)

- **Mathematics - K.MD.A.2**  
  Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (K-LS1-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.*
<table>
<thead>
<tr>
<th>CCSS Grade-Level Standards</th>
<th>Common Core Essential Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
</tr>
<tr>
<td>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</td>
<td>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</td>
</tr>
<tr>
<td>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</td>
<td>EE.RI.K.2 With guidance and support, identify the topic of a familiar text.</td>
</tr>
<tr>
<td>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td></td>
</tr>
<tr>
<td>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</td>
<td>EE.RI.K.4 With guidance and support, indicate when an unknown word is used in a text.</td>
</tr>
<tr>
<td>RI.K.5 Identify the front cover, back cover, and title page of a book.</td>
<td>EE.RI.K.5 With guidance and support, identify the front cover of a book.</td>
</tr>
<tr>
<td>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
<td>EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td></td>
</tr>
<tr>
<td>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</td>
<td>EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.</td>
</tr>
<tr>
<td>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td>EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.</td>
</tr>
<tr>
<td>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.</td>
</tr>
</tbody>
</table>
Step 2: Adapting Text

> Adapted texts have been used to teach literature, science, social studies, and math (Hudson, Browder, & Jimenez, 2014; Mims, Hudson, & Browder, 2012; Roberts & Leko, 2013; Knight et al., 2013)

> Guidelines from Hudson, Browder, & Wakeman (2013)
  – Identify and provide definitions for target vocabulary
  – Shorten and rewrite the text
  – Augment the text
  – Add a repeated line
  – Provide opportunities for students to demonstrate comprehension
This is a picture of a galaxy. There are many, many of them in space. This is a special galaxy. It is called the Milky Way. Many, many stars are in the Milky Way. Our sun is one of them.

Did you know?
The Milky Way has about 400 billion stars. Our sun is one of them.

1-ESS1-2: Earth’s Place in the Universe