Reading as Communication: Selecting books

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angelman syndrome foundation | COMMUNICATION TRAINING SERIES

Instructional framework

(review from October 15 webinar)

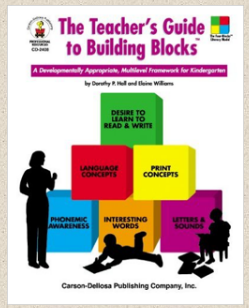
- **To or For: What will I do**
  Provide a model for the person to become aware of and observe without any expectation of participation or performance
- **With: What will WE do**
  Scaffold the person to imitate, explore, and participate, with your support and encouragement
- **Alone: What will YOU do**
  Use the skill for functional, personally meaningful purposes

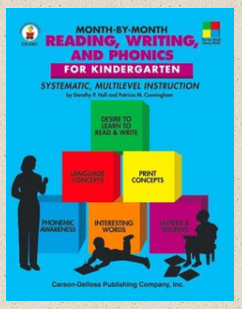
Today's Webinar

- Explore how shared and independent reading supports language development for our students with Angelman syndrome
- Increase awareness of available books
- Extend modelling of the Core Four to shared reading

Building Blocks

Dorothy Hall & Elaine Williams, based on Patricia Cunningham's Four Blocks





Today's webinar in the 5 STEPS

Targets	
Teaching	**Shared and self-selected, independent reading**
Tools	**Commercially produced books Homemade books Free downloadable books iPad apps: Keynote**
Testing	
Team	

Reading

- **To or For:**
  Provide a model of reading personally meaningful text and personalized books in many different ways: read the words, retell the story, talk about the pictures
- **With:**
  Encourage participation by reading familiar books with repeated lines, supporting the child to predict and read those lines, use think-alouds to show how the pictures and sounds of rhyme help us predict the words, encourage child to read with her inner voice.
  Emphasize how we can manipulate sounds in language.
- **Alone:**
  Provide access to many accessible books in a range of genre and formats, provide instruction in letter names and sounds, important-to-me sight words, and spelling patterns (phonics), develop reading comprehension by reading and listening for a specific purpose

Shared reading: TO

- Language exploration is fun!
- Books + me = *interaction*
- People read books by turning pages and looking at the pages.
- Books are interesting and fun
- Reading is important.

Core words as sight words

DLM's™ "First 40"

1.	I	like	not	want
2.	help	it	more	different
3.	who	she	you	he
4.	where	up	on	in
5.	me	make	get	look
6.	what	need	are	is
7.	some	put	all	this
8.	don't	that	go	do
9.	when	finished	can	here
10.	open	turn	stop	over

Shared reading: WITH

- The words on the page are what we read aloud.
- I can read to myself. I am important when I read.
- If I look at the pictures, I can guess some of the sentence.
- If I listen to the words, I can predict some of the sentence.
- I can hear the words in my head.
- I can read!

Our students need books:

- About themselves and their world.
- About what they are interested in learning about.
- That they can read by themselves, independently.
- That they can read and share with others.
- That they can read TO others.
- That they can read by attending to the words alone.
- That make them want to read.
- That make them want to *learn* to read.

Shared reading: ALONE

- I am a reader: I can read words.
- "I know that word!": I can learn words.
- The words in my books are also in my AAC.
- Letters make words. Words make sentences.
- I can make words and sentences.
- Reading is fun!

Beginning Literacy Framework

- **Enrichment**: reading to the student: rich text and graphics, enhances knowledge of the world and builds vocabulary, just beyond student's readability level, builds love of reading
- **Transitional**: student beginning to read with support: shifts focus to text, less attention to graphics, begin applying reading strategies, scaffolds of rhyme, rhythm, repetition, predictability, repeated lines and high-frequency decodable words
- **Conventional**: student beginning to read independently: minimize the scaffolds of rhyme, rhythm, repetition, & predictability, minimize the demands of diverse sentence structures

Don Johnston, Karen Erickson, Caroline Musselwhite

The Beginning Literacy Framework
Overview of Text Features

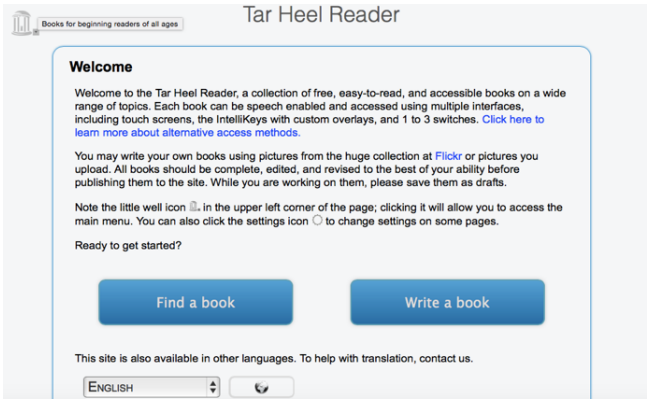
Enrichment	Transitional	Conventional
▪ Language rich text ▪ Variety of sentence patterns ▪ Complex sentences are acceptable ▪ Blends of language structures ▪ Language-rich graphics ▪ Detailed graphics that can tell the story and go beyond ▪ Opportunities for vocabulary expansion ▪ Readability of individual words not critical-interest and engagement are critical ▪ Some rhyme, rhythm, repetition and/or predictability that creates engagement	▪ Simple and consistent sentence structures within a single book ▪ High degree of rhyme, rhythm. repetition and/or predictability ▪ Mix of text that is beyond the student's reading level (for engagement) with text that student can read with support ▪ Close picture-to-text match when independent text reading is expected ▪ Stories can be as long as Enrichment books if text is interspersed with pages for students to independently read (i.e. pages with 1 or 2 predictable words)	▪ Simple text ▪ Simple sentence structure ▪ Minimal use of pronouns to avoid confusion with referents ▪ Consistent sentence structures within a given book ▪ Heavy repetition of individual words within a given book ▪ Heavy use of high frequency and decodable words ▪ Length of story is short ▪ Minimal cueing with graphics and other scaffolds.

I like earrings
Jane Farrall

Book selection is highly individual

- One student's conventional level text is another student's enrichment level text
- What interests one student will not interest another
- Students may need more concept development and more world knowledge before commercial books are engaging
- Books are an excellent way to develop concept knowledge and world knowledge!

I like earrings.



I like short earrings.

I like long earrings.

I like blue earrings.

I like shell earrings.

I like green earrings.

I like heart earrings.

I like flower earrings.

I like bird earrings.

I like turtle earrings.

I really like earrings.

I like orange earrings.

I like fish earrings.

I like purple earrings.

I really, really like earrings.

I like fruit earrings.

I like round earrings.

I like music earrings.

I like star earrings.

But, I don't like yellow earrings.

Can you change them for me?

For *your* student, what level of text was this?

- Enrichment
- Transitional
- Conventional

What did you notice about that book?

How might we adapt the book?

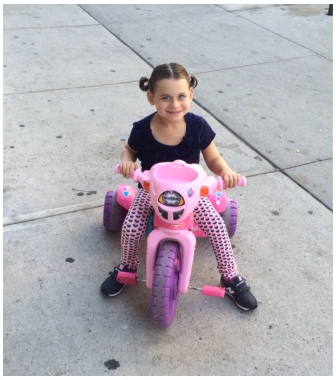
- Length: add or reduce page length, sentence length
- Personalization: familiar photos
- Complexity
- Develop a narrative

What do we notice about that book?

- Simple repetitive repeated line:
  I like ____ earrings
- High-frequency phrase + describing words + repeated noun
- Not 100% predictable
- Concept development around opposites
- Might appeal to specific students

Things I Like

I like to ride in cars outside.



I like to ride my tricycle.

I like to walk around the city.

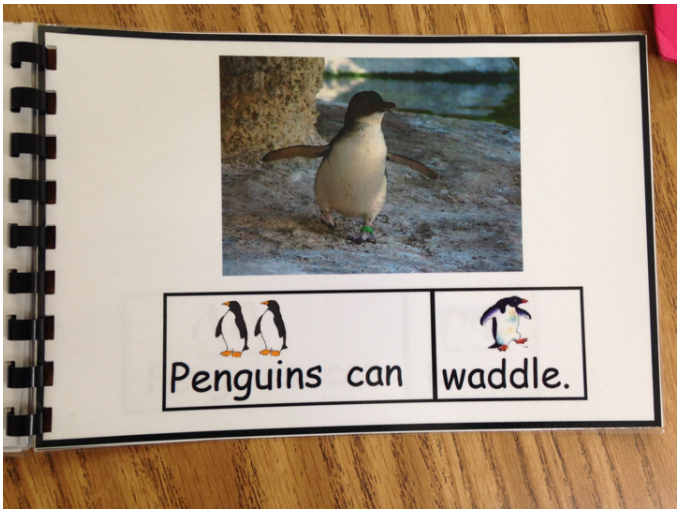
What did you notice about that book?

I like to take baths.

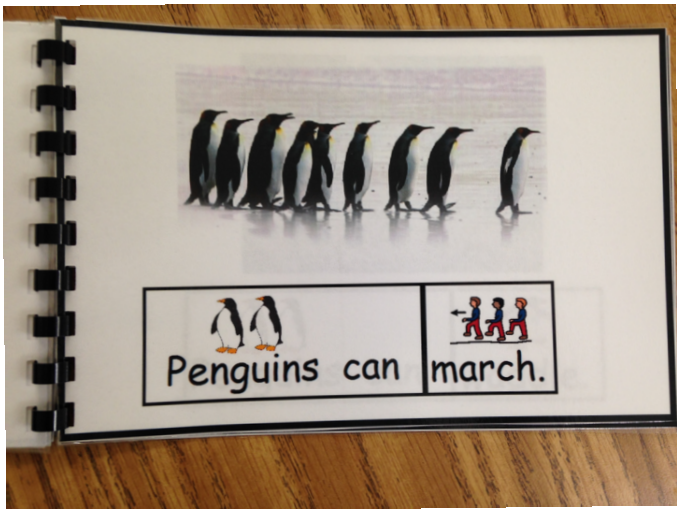
What do we notice about that book?

- Repeated sentence stem:
  I like to ____
- Highly personalized
- Photos provided the context
- Robust vocabulary
- Socially interactive:
  Did you learn about the student?
  Did you connect with her?

Maggie, Maggie, what do you see?

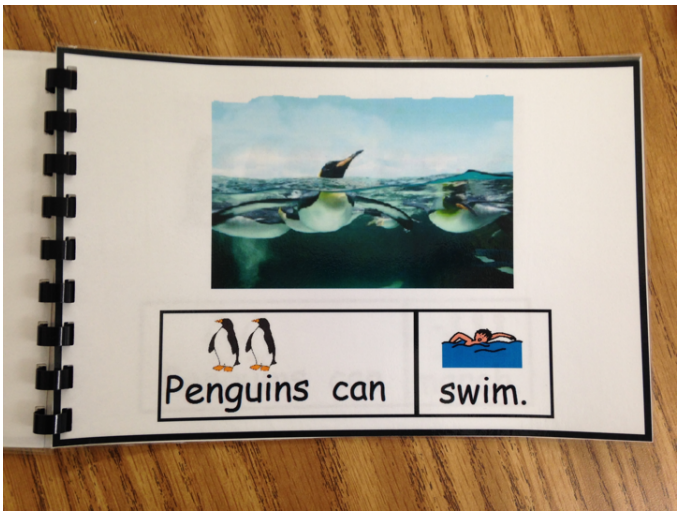


I see Harry looking at me!



For *your* student,
what level of text was this?

- Enrichment
- Transitional
- Conventional



What did you notice about that book?

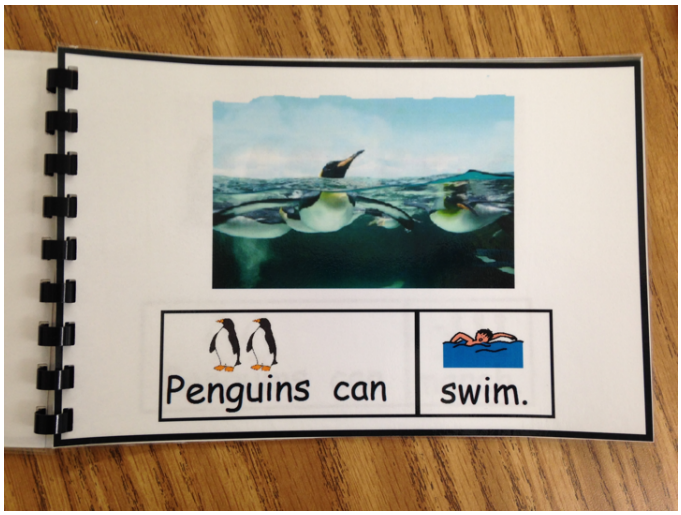
Symbol-supported text undermines reading strategies

- The words on the page are what we read aloud.
- I can read to myself. I am important when I read.
- If I look at the pictures, I can guess some of the sentence.
- If I listen to the words, I can predict some of the sentence.

What do we notice about that book?

- Simple repetitive repeated line: Penguns can + verb
- 100% predictable
- Symbol-supported text: did it actually help?

Daddy



Daddy

Ella

Ella and Erin

Ella

What did you notice about that book?

Ella and Erin

What do we notice about that book?

- No story structure or information: not enrichment
- No repeated lines, some pages had no pictures: not transitional
- Visual emphasis on initial letter
- All names: great sight words!
- Highly personalized, high-contrast
- We can talk about the pages or just read the words

Phonemic Phun!!!
Rhyming

Dr. Caroline Ramsey Musselwhite
http://aacgirls.blogspot.com/

And she knew it.

We Blew It
Reed A. Booke

Uh oh, he blew it.

So how do we USE this?

Model by **retelling** using core words

This one is obvious – 'HE blew IT'

Caution: Do NOT 'read' the story using the talker. Reading should be about looking at the **TEXT**. Then talk about it after you read.

Caution: Do NOT demand your

Uh oh, he blew it.

So how do we USE this?

Explore categories: 'Look at that BOY!

Do NOT go crazy – don't look for very fringy words such as 'dishwasher' or 'detergent'!!

Uh oh, he blew it.

So how do we USE this?

Reflect what your student is showing you.

Student is smiling and leaning forward. You say:
'YOU LIKE this!!'

Uh oh, he blew it.

He likes to swing.

He Likes She Likes
Caroline Musselwhite

He likes cats.

She likes to sing.

She likes rats.

So how do we USE this?

Model through **retelling**

Describe: 'SHE looks HAPPY'

Reflect student nonverbal cues
'I think YOU do NOT like rats!'

Expand: Student: LIKE
Parent: 'Right! YOU LIKE rats!

She likes rats.

So how do we USE this?

Model through **retelling:** 'SHE GO UP'!

Describe: 'SHE is PRETTY (or ORANGE or COOL')

Reflect: student strokes fox
'Are you telling me SHE is nice?'

Expand: Student: SHE
Parent: 'Right! SHE is PRETTY'

She likes to pounce.

He likes to bounce.

She likes to sun.

She likes to pounce.

He likes to run.

Your Turn: How do we USE this

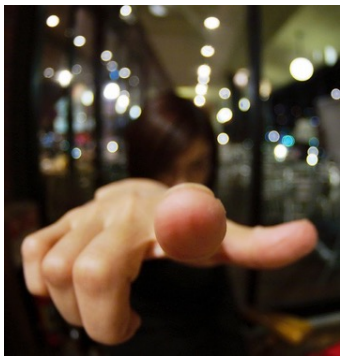
Model through **retelling**:
'_____'

Describe: '_____'

Reflect: student nods head:
'I think you're saying _____'

Expand: Student: LIKE
Parent: '_____'

He likes to run.



You!

Who Did It?
Caroline Musselwhite

Who ate this?

Who did this?

You!

So how do we USE this?

Explore new words: 'CAKE!' 'YUM!'

Who ate this?

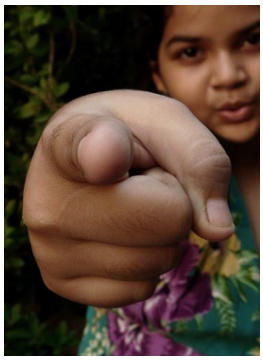
Model through **retelling**: 'WHO do YOU think ate it?'

Describe: 'IT looks good!')

Reflect: student grins
'Are you telling me YOU LIKE cake?'

Expand: Student: LIKE

Who did this?



You!

Your Turn: How do we USE this

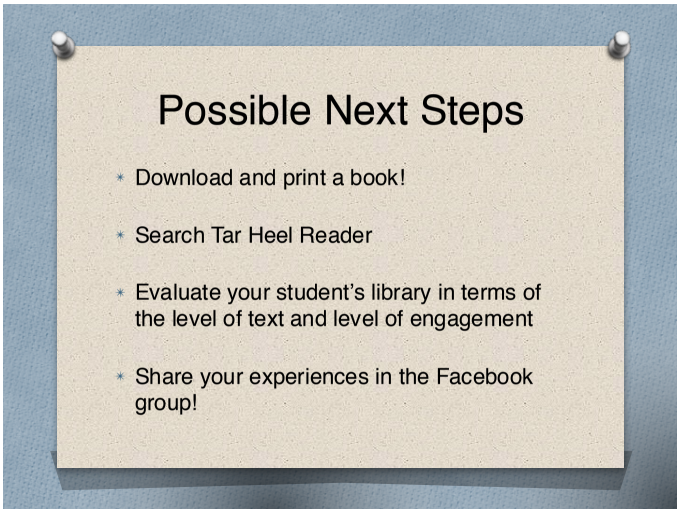
Model through **retelling**:
'_____'

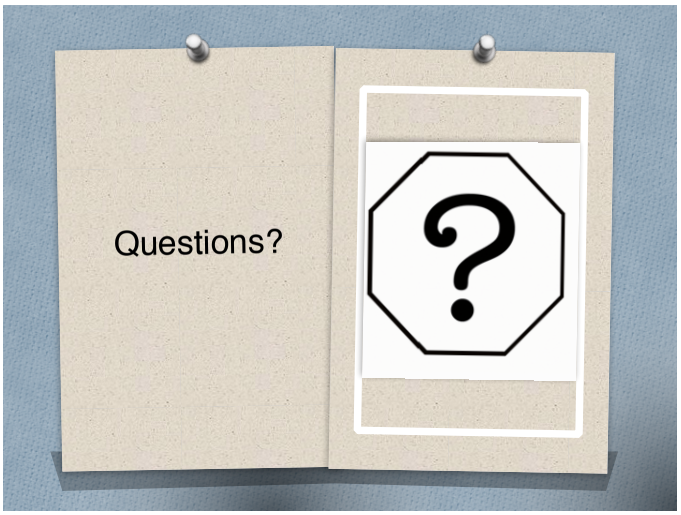
Describe: '_____'

Who did this?

Reflect: student laughs:
'I think you're saying _____'

Expand: Student: WHO
Parent: '_____'





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