

# **Open Books Open Doors**

**Teaching Reading to Children with Down Syndrome**

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# WHAT WE WILL DO

- **Lay a foundation** –revisit foundational components of literacy
- **Look at the research** about effective practices
- **Apply research to practice** with hands-on activities.
- **Q & A**

# MYTHS

1. You should wait until a child is speaking until you start literacy instruction
2. Children with Ds do best with sight word only programs
3. Children with Ds reach a 'plateau' in their learning
4. You need to use a reading program specifically designed for children with Ds
5. Children with an IQ below 60 cannot learn to read

# Let's revisit the **big 5**

1. phonemic awareness
2. phonics
3. fluency
4. vocabulary
5. comprehension

# PHUN WITH PHONEMES

1. Work in groups of 3-4.
2. You will need a piece of paper and a writing implement.
3. Each packet contains a PA activity. The only instructions you will receive are in the bag so work with your team if questions come up.
4. Complete your activity.
5. Choose a team member to share with the larger group.



What the  
research says about  
phonics instruction  
and students with  
Intellectual  
Disabilities

# RESEARCH FINDINGS: PHONICS

Strong evidence :

- Instruction in letter-sound correspondence
- Direct, explicit, systematic instruction
- Combining phonics with sight word instruction
- Highly trained teachers

group 1:

t, b, f, n,  
m, c, a, i

group 2:

r, o, g, d  
s, e, u, l

group 3:

h, k, p, j, v,  
w, z, q, y x

1. Make a list of as many words as you can think of with group 1 letters
2. Write a short story using only words from your list. You may also use these sight words: the, a, is, to, from



# SYLLABLE TYPES

TYPE	DESCRIPTION	EXAMPLES
Closed	Ends with consonant; single vowel usually short	cat, picnic
Open	Ends with vowel, usually long	he, veto
Silent e	Silent e, end of the word, long vowel	make, like,
Vowel team	Two vowels together make one sound	pain, head,
R-controlled	Vowel followed by letter <u>r</u> --neither long nor short	far, or, harvest
Consonant - le	consonant-le, syllable at end of a word	apple, pickle,

# syllable- type activity



napkin

closed  
syllable - CVC

closed  
syllable - CVC



robot

open  
syllable - CV

closed  
syllable - CVC

# FLUENCY

- The ability to read accurately, quickly, and with expression
- Provides a bridge between word recognition and comprehension.
- Fluent readers recognize words automatically

# WHAT IMPROVES FLUENCY?

- [Repeated Readings](#) (with feedback)
- [Audio-Assisted Reading](#)
- [Shared Reading](#)
- [Reader's Theater](#)
- [Paired \(or Partner\) Reading](#)
- [Choral Reading](#)

<http://www.readingrockets.org>

# VOCABULARY INSTRUCTION

- Definitions are not enough
- New words need to be connected to known words
- Kids need to be able to connect words to their lives
- Words need to be used many times in many different contexts before they stick

# COMPREHENSION

## Strong evidence:



Dialogic reading

Teaching reading strategies

- Activating prior knowledge
- Visualizing
- Questioning
- Monitoring, clarifying and fix up
- Summarize; retell

# Let's **Practice** Direct Instruction

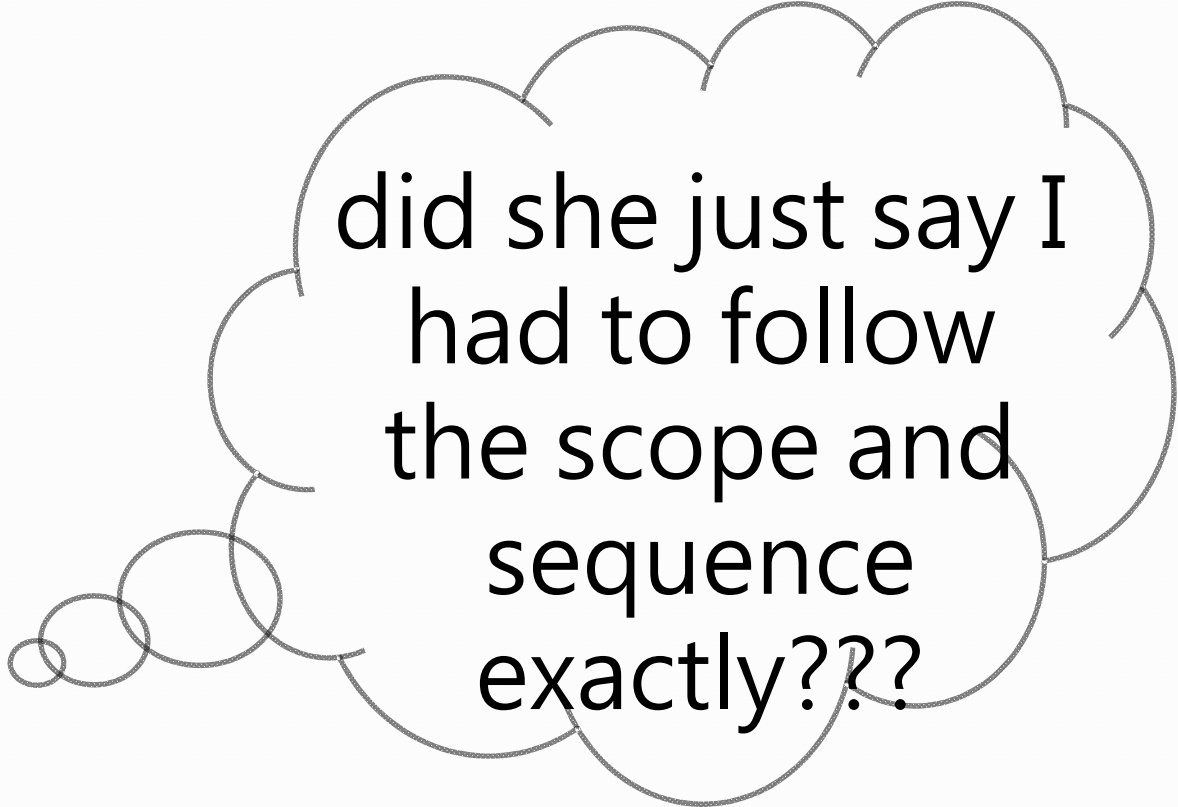
1. I do
2. we do
3. you do

# SYSTEMATIC

Follows a pre-determined scope & sequence, like a builder's blueprint for a house.

- **before** building materials are selected
- **before** construction begins



A thought bubble with a scalloped border and three smaller circles leading to it from the left. The text inside is centered and reads: "did she just say I had to follow the scope and sequence exactly???"

did she just say I  
had to follow  
the scope and  
sequence  
exactly???

# CHOOSE THE RIGHT **assessment measures**

- Phonics surveys
  - CORE, WADE, GE
- Fluency measures
  - A word about rate
- Vocabulary
  - Validity—what are you measuring?
- Comprehension
  - Maze assessments
  - Informal reading inventories

# ASSESSMENT PLANS THAT MAKE SENSE

## Types of assessment:

<b>Diagnostic</b>	To determine areas of need in order to target individualized instruction
<b>Screening</b>	To identify students at risk; to determine proficiency in a particular domain
<b>Progress monitoring</b>	Testing over time to gauge growth
<b>Outcome</b>	To determine effectiveness of instruction for a population of students after a period of time (end of year testing)

STUDENT NAME: \_\_\_\_\_ DATE OF MEETING: \_\_\_\_\_

## INDIVIDUALIZED EDUCATION PROGRAM (CONFERENCE SUMMARY REPORT)

DATE OF MOST RECENT EVALUATION: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ DATE OF NEXT REEVALUATION: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### PURPOSE OF CONFERENCE *(Check all that apply)*

- Review of Existing Data     Reevaluation     IEP Review/Revision     Manifestation Determination     Termination of Placement  
 Initial Eligibility     Initial IEP     Transition     Graduation     Other (e.g. FBA/BIP) \_\_\_\_\_

### STUDENT IDENTIFICATION INFORMATION

STUDENT'S ADDRESS (Street, City, State, Zip Code) \_\_\_\_\_ STUDENT'S DATE OF BIRTH \_\_\_\_\_ STUDENT'S ID NUMBER \_\_\_\_\_

MALE    ETHNICITY \_\_\_\_\_    LANGUAGE/MODE OF COMMUNICATION USED BY STUDENT \_\_\_\_\_    CURRENT GRADE LEVEL \_\_\_\_\_    ANTICIPATED DATE OF HS GRADUATION \_\_\_\_\_  
 FEMALE

PLACEMENT (To be completed after placement determination) \_\_\_\_\_    DISABILITY(S) \_\_\_\_\_    MEDICAID NUMBER \_\_\_\_\_

YES     NO    Placement is in Resident School

RESIDENT DISTRICT \_\_\_\_\_    SERVING DISTRICT \_\_\_\_\_

RESIDENT SCHOOL \_\_\_\_\_    SERVING SCHOOL \_\_\_\_\_

### PARENT/GUARDIAN INFORMATION

(1) PARENT'S NAME \_\_\_\_\_     Educational Surrogate Parent    (2) PARENT'S NAME \_\_\_\_\_     Educational Surrogate Parent

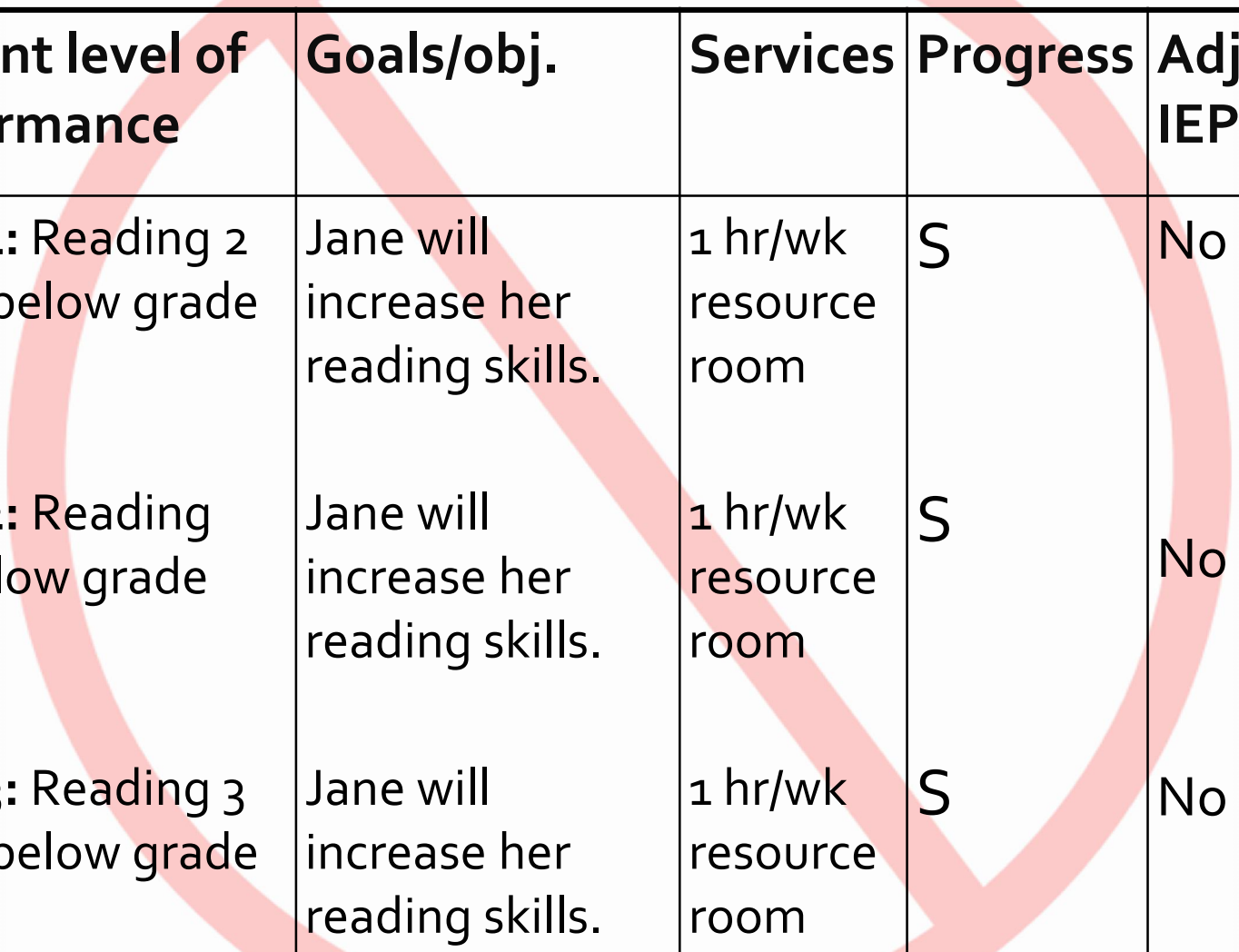
(1) PARENT'S ADDRESS (Street, City, State, Zip Code) \_\_\_\_\_    (2) PARENT'S ADDRESS (Street, City, State, Zip Code) \_\_\_\_\_

(1) PARENT'S TELEPHONE NUMBER (include Area Code) \_\_\_\_\_    (2) PARENT'S TELEPHONE NUMBER (Include Area Code) \_\_\_\_\_

(1) LANGUAGE/MODE OF COMMUNICATION USED BY PARENT(S) \_\_\_\_\_    (2) LANGUAGE/MODE OF COMMUNICATION USED BY PARENT(S) \_\_\_\_\_

Yes     No    Interpreter     Yes     No    Interpreter

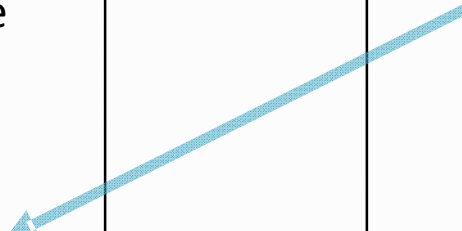
### PARTICIPANTS



<b>Present level of performance</b>	<b>Goals/obj.</b>	<b>Services</b>	<b>Progress</b>	<b>Adjust IEP?</b>
<b>Year 1:</b> Reading 2 years below grade level	Jane will increase her reading skills.	1 hr/wk resource room	S	No
<b>Year 2:</b> Reading 2.5 below grade level	Jane will increase her reading skills.	1 hr/wk resource room	S	No
<b>Year 3:</b> Reading 3 years below grade level	Jane will increase her reading skills.	1 hr/wk resource room	S	No

# This is more like it....

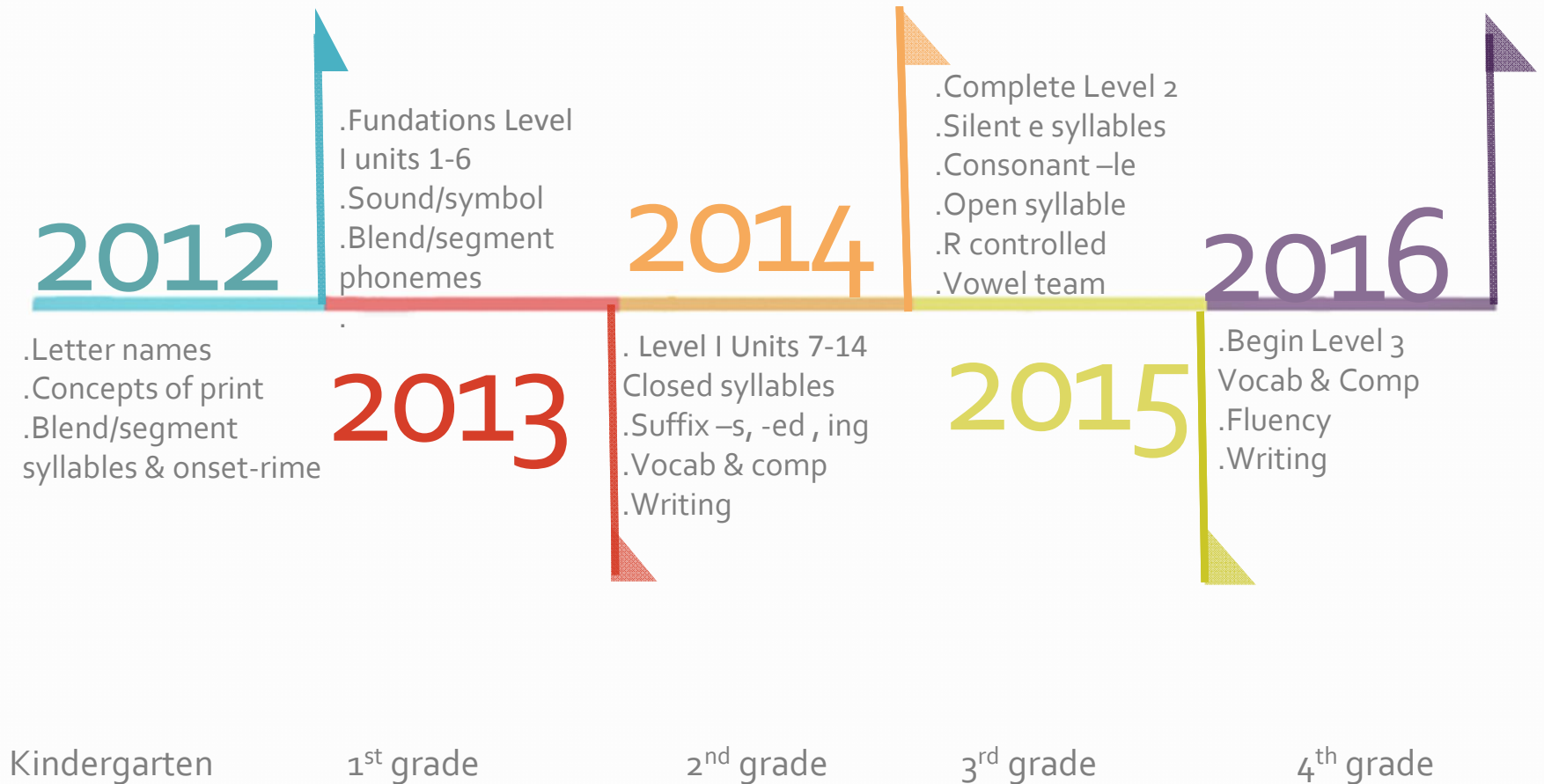
PRESENT LEVEL OF PERFORMANCE	GOALS/OBJECTIVE	SERVICES	PROGRESS	WAS IEP ADJUSTED?
<b>Year one:</b> Reading 2 years below grade level as measured by the ABC reading assessment.	Increase from level 10 to 12 as measured by ABC reading assessment.	3 hrs/wk resource room	S	Yes
<b>Year two:</b> Reading 1 year below grade level	Increase from level 13 to 15	1.5 hrs. per day 1:1 instruction	M	
<b>Year three:</b> Reading ½ year below grade level	Increase from level 16 to 18	1.5 hrs/day 1:1 reading instruction	M	



# HOW LONG WILL THIS ALL TAKE?

- Recent study (2014) of 140 students with ID
  - IQs =40-80 (moderate to borderline ID)
  - Longitudinal, randomized control over 4 yrs.
  - Systematic, direct, explicit instruction
  - 45 min/5 days week in small groups
  - All students made statistically significant growth
  - 2-4 years to make 1 year of progress

# Case Study: Riley





<b>SKILL</b>	<b>2015</b>	<b>2016</b>	<b>LEVEL</b>
Letter Naming	100%	100%	Benchmark
Giving Sounds for Consonants	100%	95%	Benchmark
Giving Short Vowel Sounds	100%	100%	Benchmark
Giving Long Vowel Sounds	100%	100%	Benchmark
Short Vowel CVC Words	87%	100%	Benchmark
Consonant Blends/Short Vowels	93%	93%	Benchmark
Short Vowel, Digraph, Trigraph	87%	93%	Benchmark
R-Controlled Vowels	80%	73%	Strategic
Long Vowel Spellings	93%	80%	Strategic
Variant Vowels	67%	87%	Benchmark