

Open Books Open Doors

Teaching Reading to Children with Down Syndrome

Kathleen Whitbread, PhD

Associate Professor

University of Saint Joseph

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

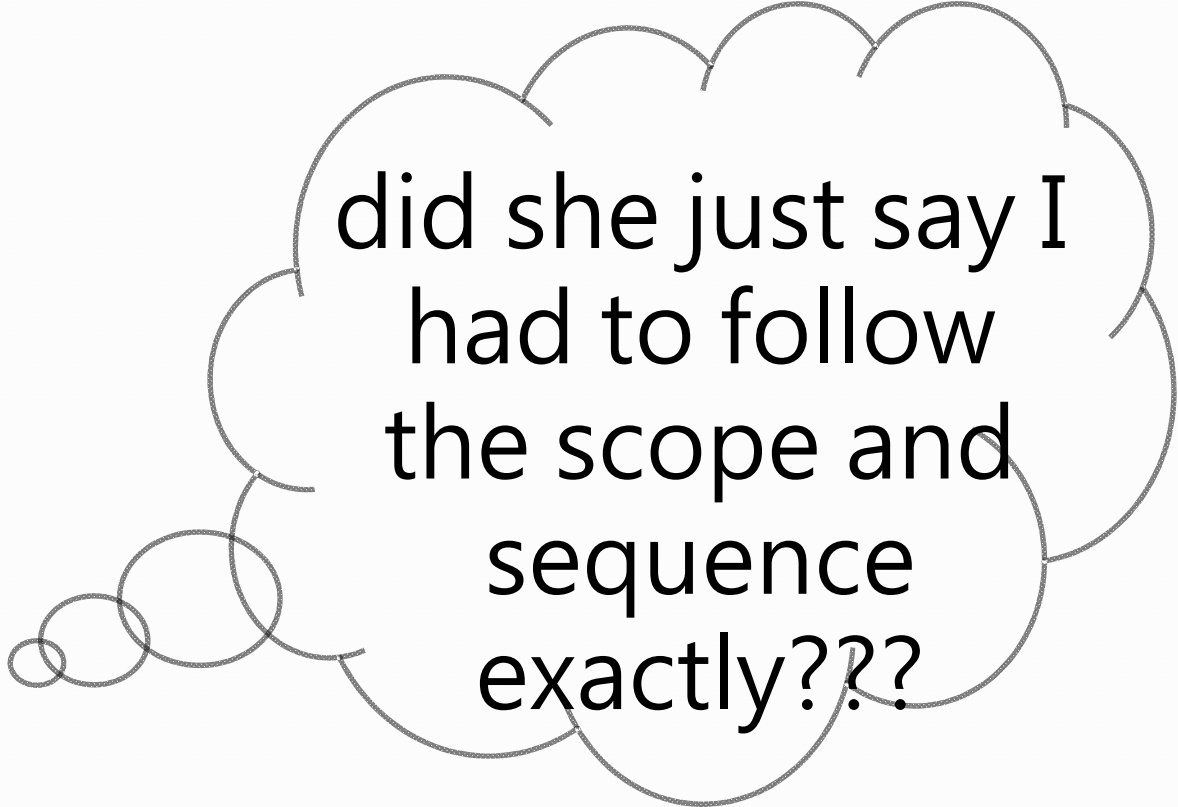
Let's **Practice** Direct Instruction

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 small 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:

Diagnostic	To determine areas of need in order to target individualized instruction
Screening	To identify students at risk; to determine proficiency in a particular domain
Progress monitoring	Testing over time to gauge growth
Outcome	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) _____

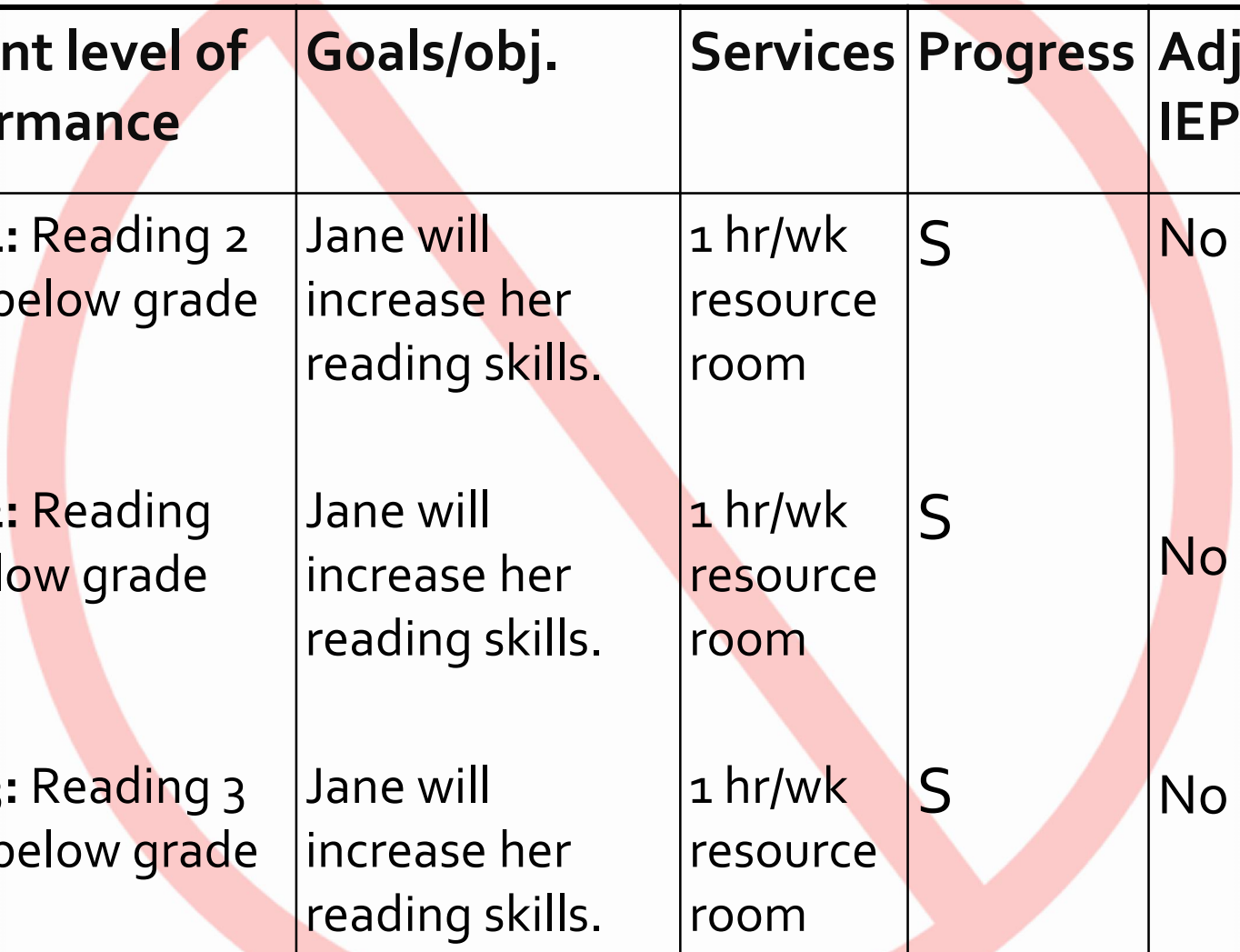
(1) PARENT'S TELEPHONE NUMBER (include Area Code) _____ (2) PARENT'S TELEPHONE NUMBER (Include Area Code) _____

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

Yes No Interpreter

Yes No Interpreter

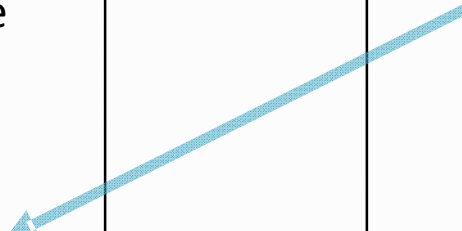
PARTICIPANTS



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

This is more like it....

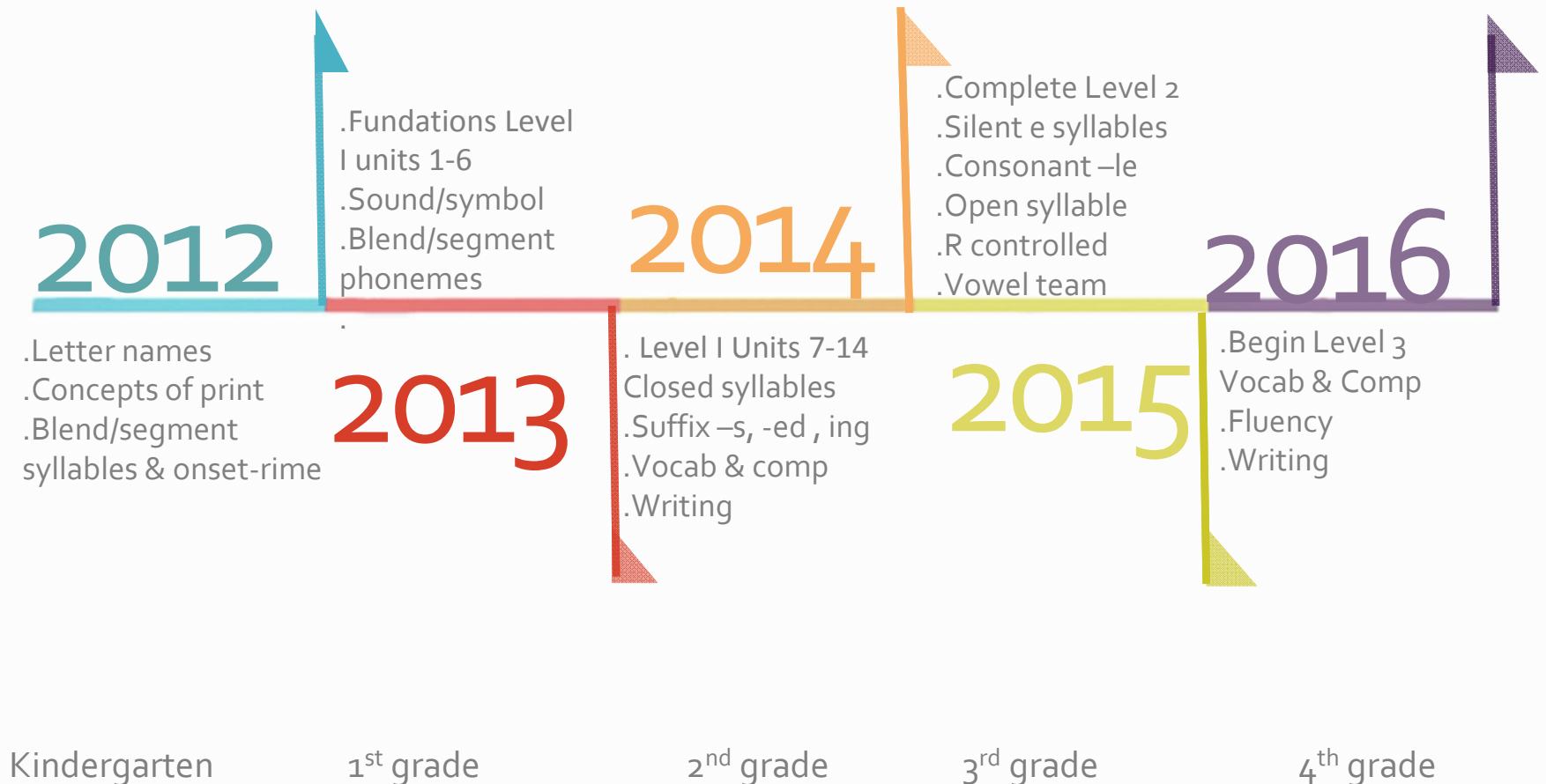
PRESENT LEVEL OF PERFORMANCE	GOALS/OBJECTIVE	SERVICES	PROGRESS	WAS IEP ADJUSTED?
Year one: Reading 2 years below grade level as measured by the ABC reading assessment.	Increase from level 10 to 12 as measured by ABC reading assessment.	3 hrs/wk resource room	S	Yes
Year two: Reading 1 year below grade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



SKILL	2015	2016	LEVEL
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