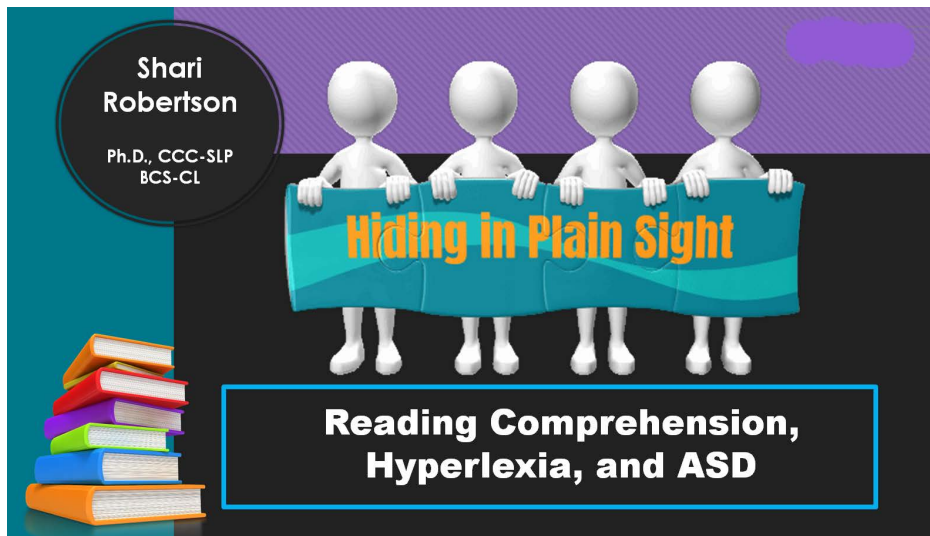




AGENDA

1. Introduction



“Swiss Cheese Learners”

2. Effects of Developmental Differences of Individuals



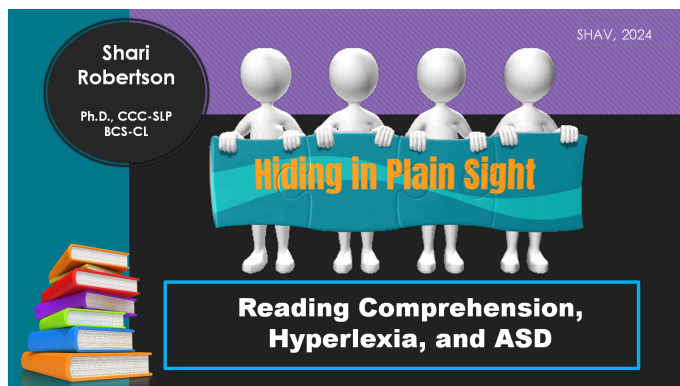
3. Masking Factors

4. Assessment Considerations

5. Comprehension Strategies Toolbox



6. Case Studies



Who are we talking about today?

- Persons with ASD who are readers (they can decode words)
- Specifically targeting those who learned to read with little or no instruction at an early age (hyperlexia)

General Reading Comprehension Disorder



- Poor decoding
- Poor reading comprehension
- Likely includes deficits in all skills identified by the National Reading Panel as critical to reading success (and subsequently requires intervention in several/all of these areas).

Hyperlexia



- Decoding usually develops early and spontaneously
- Includes an intense interest in letters (and often numbers)
- Significant gap between word-level decoding and comprehension.
- Deficit is NOT related to lower level skills identified by the NRP (~phonemic awareness).
- Virtually exclusive to individuals with ASD

"Swiss Cheese Readers"



- Individuals with hyperlexia are typically regarded as "superstar readers" in the early years.
- But, the "holes" in their reading skills begin to affect comprehension around 4th grade.
- Independent comprehension of material becomes critical to academic success.
- Students can "read," but they don't gain information from the text.
- The reading shining stars "suddenly" develop a reading disability.

Unique Profile of Learning

- The unique profile of learning that is characteristic of individuals with ASD has an enormous influence on the development of both oral and written language.
 1. Non-typical Socialization
 2. Restrictive and Repetitive Interests and Behaviors
 3. Narrow/Deep General Knowledge Base

Really Important Concept!

Reading as a Restrictive/Repetitive Interest



ASD/hyperlexia: Reading develops spontaneously and early – no social connections

- Intense focus on letters and decoding
- Solitary, self-directed, isolating
- Comprehension is NOT the goal of the reader

3. General Knowledge Base Restrictions

- Most people have a shallow and wide base of information across a range of topics (that is, we know a little about a lot of things)
- Individuals with ASD tend to have a narrow and deep base of information (know a lot about a few things).
- May have advanced, factual knowledge and vocabulary on a severely limited range of topics – but little or no knowledge about other topics.

Typical Learners: Learning to read is a social experience – as is learning to talk.

- Joint attention
- Discussion about vocabulary/pictures/experiences
- Adults scaffolds the text to promote comprehension

Effects on Comprehension

- Inflexible thinking
- Literal interpretations of text (cannot “read between the lines”)
- Limited/poor vocabulary (except around topics of interest)
 - Multiple meaning words
 - Figurative language
- Lack of comprehension self-monitoring

Factors that Mask Comprehension Difficulties/Delay Intervention



Assessment Considerations

- ✓ Early “reading superstar” status
- ✓ Good memory
- ✓ Superficial comprehension/
understanding of concrete facts –
problems only become apparent as
demands of reading increase
- ✓ Resistance from families or educators to
investigate potential problems when the
child appears to be/has a history of being
so far ahead of his/her peers in reading.



- Standardized tests will most likely not be helpful (tend to do well on isolated tasks).
- Better to use more informational measures or reading checklists to determine personal strengths and weaknesses.
- May wish to compare current skills to state standards to identify soft spots

Strategies for Assessment:

- Reading Prosody Check
- Contrastive Stress
- Heteronym Read Alouds
- Passage Re-telling
- Compare to State Standards
- College Placement Testing
-

Consider College Placement Testing

- Free
- Used to determine level of skill in relation to what is expected at the college level – NOT ADMISSION test.
- Can be taken beginning in junior high.
- Use results to drive intervention – what does the individual need to improve to meet expectations of college?
- <https://accuplacer.collegeboard.org/>

Comprehension Strategies Toolbox for Readers with ASD



To facilitate “reading
between the lines”

For younger readers with hyperlexia (high decoding/low comprehension)

- The key issue for younger readers is to consider the pattern of development that is typical of individuals with ASD:
 - Poor social relationships
 - Reading as a restrictive/repetitive behavior
 - Comprehension of reading is not end goal
- So, our task is to fill in the missing pieces

Therapy/ Interaction Reading

- Interactive Reading provides opportunities for active participation in the reading process.
- Echo Reading
- Paired Reading
- Friendly Questions
- Predicting
- Wordless Books
- Reader's Theatre
- *See Read with Me by Shari Robertson or access summary info at Dynamic Resources/free resources

Wordless Books

- Removes the words altogether so the interaction focuses on the pictures and meaning of the story being conveyed

Targeting Social Reading

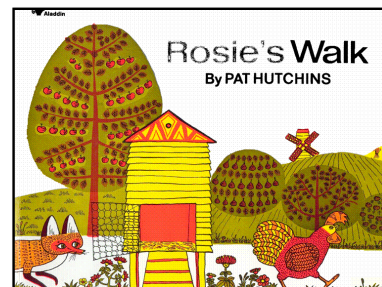
- Children who demonstrate hyperlexia mostly likely will need to learn how to read within the dyad.
- Adult scaffolds the interaction to highlight the meaning of what is being read.

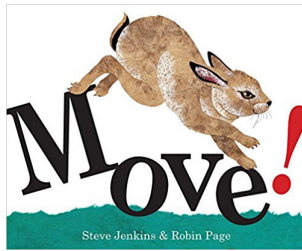


- The goal for all of these is to involve the child in the social aspects of reading.
 - Reading requires a sender and a receiver
 - The sender (author) has a message to send to the receiver (the reader)
 - Adults help child understand this relationship and scaffolds new vocabulary, concepts, story sequences, etc

CREATE A STORY

PRIMARY STUDENTS





Dart, run, bounce, jump, kick, walk, gallop, crawl

Read Book and ACT OUT how each animal moves (shades of meaning for MOVE).

Very Vivid Vocabulary



These are words that describe how things MOVE

quickly	slowly
lazily	carefully
gently	sneakily
happily	interestingly
excitedly	eagerly
wildly	loudly
quietly	silently
noiselessly	noisily
dangerously	effortlessly

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Very Vivid Vocabulary

GIRAFFE



CHART IT!

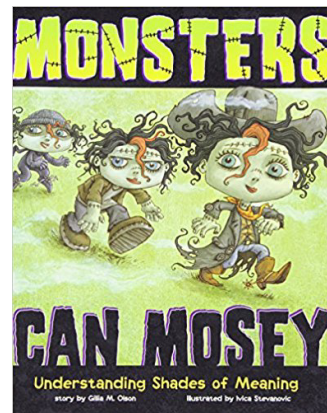
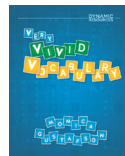
Adverbs

SIGHT	TOUCH	COLOR	MOVEMENT

Adjectives

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Act it Out

- Obviously, you are going to have students act out all of the different ways a Monster can move!
- "Slink," lumber," and "march" your way across the room. Try the "side lurch" like Uncle Rob (the zombie).
- For multiple students, have them pick which form of movement they want to demonstrate or do a compare and contrast, such as "prowl" versus "prance."

Talk About it

- Fear is described in many ways throughout the book. What is something that is "creepy" versus "horrifying?" "Unnerving" versus "spooky."
- Draw pictures to illustrate (CCSS)
- Create a new word wall for "scary." (Adjectives/shades of meaning)

CREATE A NEW BOOK TITLE!

- Task: Create a title for another (hypothetical) book following the pattern of the title from *Monsters Can Mosey*.
- For younger students: Have students brainstorm other ways that "nouns" can "move." You write the title on a sticky note and they add it to the poster or word wall board.
- For older students: Students create and write titles themselves.

Shades of Meaning



- Synonyms are not always synonymous!
- Authors and writers (and speakers) convey meaning through carefully chosen words.
- Supports inferencing (reading between the lines) as well as insight into how other perceive meaning and convey intentions (theory of mind).

GIGANTIC

ENORMOUS

OVERSIZED

LARGE

BIG

Expanding Word Meanings (Synonyms)

- Avoid traditional dictionary (has been shown to be ineffective in teaching vocabulary).
- Suggestion: Teach readers to use the thesaurus feature on word processing program (e.g. Microsoft Word).
- +Computer –based activities are typically motivating to individuals with ASD (predictable).

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Electronic Dictionary

- Low-tech /high benefit/socially acceptable.
- As a stand alone does not offer the lure of “surfing” etc.
- May be allowed for assessment purposes.
- Can be used during oral presentations/lectures etc to look up unfamiliar words.
- Useful in community and vocational settings as well.

Morphological Instruction

- Awareness and understanding of word parts has been identified as a critical component to vocabulary and comprehension.
- Those with ASD most likely have not considered that words are made up of meaning units.
- Roots and affixes are clear, concrete, and predictable.
- Adding and subtracting word parts has mathematical overlays – often an area of strength for individuals with hyperlexia.

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Find the Roots! (Harry Potter)

- enchantment
- magical
- wizardry
- invisibility
- illuminator
- seeker
- golden



Roots and Branches

- Create flashcards (index cards) that include a variety of base words and multiple affixes.
- Learners make as many multi-syllabic words as they can from these “roots and branches.”
- This activity can be modified to work with individuals, small groups, large groups, or learning teams.
- Eventually, you can have learners create the sets of flashcards or lists and challenge others.

Roots and Branches

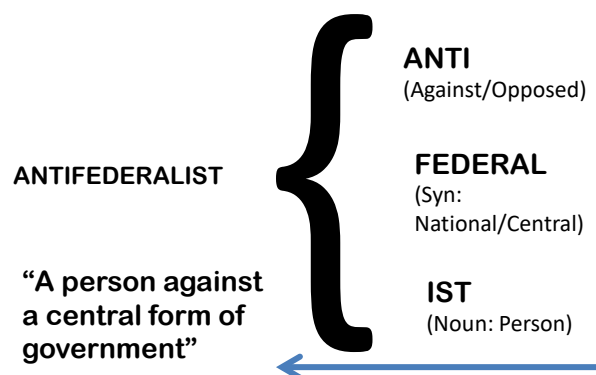
dis-	enchant	-ly
un-	happy	-ful
re-	spect	-less
	defense	-ing
	play	-ful
		-ment



SEEP

STEM (word part: prefix, root, suffix)	EXAMPLES	EXPLANATIONS	PICTURE
MAL-	Draco Malfoy	SOMETHING BAD or EVIL	
	Malpractice		
	Malevolent		
	Malodorous		
	Malificent (Sleeping Beauty)		

BRACE MAP



The unique developmental history of individuals with ASD contributes substantially to the eventual problems they have with comprehension.

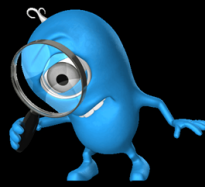


Swiss Cheese Readers



Typically, 4th grade is when the reading disability becomes apparent as the individual moves from reading 'superstar' to struggling reader due to comprehension demands.

The behaviors that signal a high probability of reading comprehension are observable from the child's earliest interactions with text.



Hiding IN PLAIN Sight!

DON'T BE
BLINDED BY
STRENGTHS!



This can be a challenging population, but SLPs who are vigilant can help identify and mitigate the negative effects of hyperlexia with early identification and appropriate treatment.



Imagine a world where effective communication, a human right, is accessible and achievable for all.



Let's Imagine More for our Students with ASD

Thanks for
Imagining with
Me!

For more information:
Hiding in Plain Sight
Perspectives, Vol 4.
pp. 438-446, June, 2019



Shari Robertson
www.dynamic-resources.net
shari.robertson@outlook.com

Reading Comprehension Informal Assessment

Name

Age

Grade

Current Concerns

Reading History

Reading Fluency/Prosody

Contrastive Stress

Heteronym Read-Aloud

Passage Retell

CSSS Summary
(Weaknesses/Strengths)

NAEP Oral Reading Fluency Scale

Score	Criteria
4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation. Reads at an appropriate rate.
3	Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.
2	Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant sections of the text excessively slow or fast.
1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur - but these are infrequent and/or they do not preserve meaningful syntax. Lacks expressive interpretation. Reads text excessively slow. A score of "1" should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

SOURCE: US Department of Education, Institute of Educational Sciences, National Center for Educational Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study. Accessible at: nces.ed.gov/nationsreportcard/studies/ors/scale.asp

PASSAGE/STORY RETELL
✓ Parroting of facts or paraphrasing?
✓ Random bits of information or story grammar?
✓ Consideration of the needs of the listener?
✓ Use of appropriate pronouns/anaphoric referencing?
✓ Muddle of ideas or main idea?
✓ Inclusion of bizarre/unrelated facts or references?
✓ Able to answer clarifying questions?



How to Engage Children with Echo and Paired Reading

- Choose books that have a simple story sequence, engaging pictures, and one main idea on a page.
- You may need to read a book 5 times or more (especially for paired reading) before your child feels confident enough to take his or her turn.
- Don't correct. The goal is participation, not perfection!

For Echo Reading

- Cue your child by saying "Copy me" or "Say what I say" to help him or her know what to do.
- Don't force your child to echo. If he or she is not able or not willing to join in, just go on to the next page.
- Echo reading fosters vocabulary development, reading fluency, and many other important skills.
- Accept all attempts!

For Paired Reading

- Choose books that are predictable and contain strong rhyming components and/or fun, repetitive phrases.
- Pause and use voice inflection and facial expressions to signal to the child that it is his or her time to "read."
- Vary the amount of material that the child "reads" according to his or her level. Some children may be ready to recite an entire page and some only a single word.
- If your child is not willing or able to join in, just read the phrase yourself and keep going. Don't force your child to participate.
- Pair reading gives children a chance to be an active member of the reading process. This fosters confidence and important early language and literacy skills.
- Accept all attempts!

Remember!
Make reading together
FUN! and STRESS-FREE!





How to Engage Children with Friendly Questions and Prediction

Asking Friendly Questions

- Avoid scary questions that have only one specific “right” answer.
- Ask questions that develop the child’s ability to think beyond the facts.
- Use phrases and words such as:
 - ✧ *What do you think....?*
 - ✧ *How would you feel....?*
 - ✧ *I wonder who might be...?*
- Effective questioning techniques encourage critical thinking and more complex language.
- Accept all answers. Give praise for the child’s attempts and responses.

Helping Children Make Predictions

- Look for books that give the child an opportunity to make a prediction such as what might happen next, what might be hidden under a flap, or a set of clues to guess the answer to a riddle.
- Encourage children to create an alternate story line or to tell what might happen after the last page of the story.
- Do not demand that children’s predictions be exact. Children enjoy making silly predictions.
- Remember that books can contain both visual and auditory clues.
- Don’t force the child to participate.
- Accept all answers. Give lots of praise for attempts:
 - ✧ *That’s a great idea!*
 - ✧ *What a good guess!*
 - ✧ *I wish I had thought of that!*

Remember!
Make reading together
FUN! and STRESS-FREE!



How to Engage Children with Wordless Books and Readers Theatre



Using Wordless Books

- Choose books that have a simple, sequential format. (Older children can benefit from books with more sophisticated themes.)
- Look through each book together, talking through the actions and how the characters might feel.
- Invite your child to tell you about at least one thing on each page.
- Allow your child to take the lead if he/she wishes.
- Ask friendly questions and encourage your child to make predictions.
- Try sticky notes to help your child become an “author.” (This helps children discover that what they say can be written and read again).
- Accept all attempts.

Engaging in Reader’s Theatre

- Use the child’s natural interest in dramatic play to re-enact familiar literature.
- Choose books that have sequential events, a familiar story line, or activities that can easily be acted out.
- Gather simple props or provide paper and craft sticks for making puppets and other props for dramatization.
- Remember that reader’s theatre can range from moving parts of the body, such as clapping or stomping, to full-scale dramatic productions with costumes and sets. (But most fall somewhere in between.)
- Be prepared to watch and listen to the child’s production over and over.
- Enjoy without a critical eye to perfection.

Remember!
Make reading together
FUN! and STRESS-FREE!





RWM Book Characteristics

Here's What to Look for When Selecting Books to Use with Read With Me Strategies

STRATEGY	LOOK FOR:
Echo Reading	• only a few words on a page • vocabulary that is reinforced by the illustrations • bright, engaging pictures
Paired Reading	• predictable text • engaging storylines • strong rhythm and rhyme AND/OR • a phrase that repeats throughout the story
Friendly Questions	• details that invite friendly questions • storylines that encourage critical thinking
Predicting	• stories that provide opportunities to predict what might happen next • visual details that give clues to what might be on the next page
Wordless Books	• books in which the story is told through the pictures rather than through the words (some wordless books have a few words in them)
Reader's Theatre	• stories that encourage movement and action • stories that can be acted out or work well with props (such as puppets, simple costumes, or manipulatives)



Read with Me! Family Book List

ECHO READING

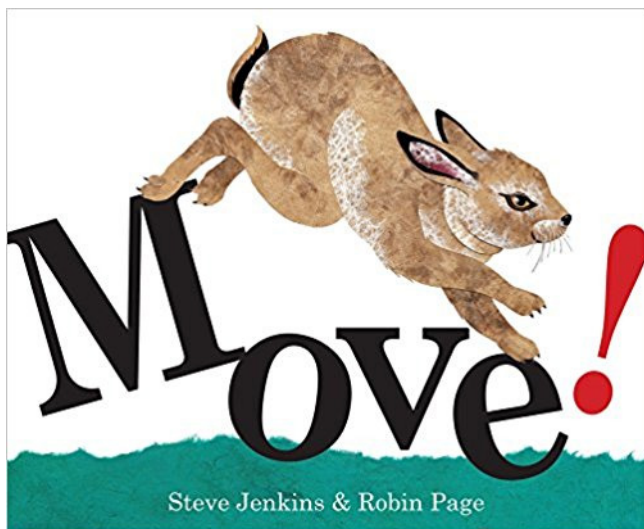
Bears in Pairs	Niki Yekai
Brown Bear, Brown Bear	Bill Martin, Jr
Capering Cows (also paired reading) ^{DR}	Shari Robertson
Dinosaur Roar!	Paul & Henrietta Langdon
Down By The Bay	Raffi
Goodnight, Moon	Margaret Wise Brown
I Went Walking	Sue Williams
In the Small, Small Pond	Denise Fleming
Quick as a Cricket	Audrey Wood
Where is the Green Sheep?	Mem Fox

PAIRED READING

But Not the Hippopotamus	Sandra Boynton
Each Peach, Pear, Plum	Janet Alhberg
I Love My White Shoes	Eric Litwin and James Dean
Jump, Frog, Jump! (also predicting)	Robert Kaplan
My Cow Can Bow ^{DR}	Shari Robertson
One Duck Stuck	Phyllis Root
Pants on Ants, Go By Goat, The Bark Park, Sail by a Tail ^{DR}	Elizabeth Redhead Kriston
Silly Sally	Audrey Wood
Time for Bed	Mem Fox

FRIENDLY QUESTIONS AND PREDICTING

Bark, George!	Jules Feiffer
Grandpa's Woods ^{DR}	Gail Groth
If you Give a Mouse a Muffin (series)	Laura Jaffe Numeroff
Is Your Mama a Llama? (also Reader' Theatre)	Deborah Guarino
A Peanut Sat on a Railroad Track ^{DR}	Shari Robertson
Look! Look! Look!	Tana Hoban



Act out how each animal moves (shades of meaning)

WHALE	dive	swim
ARMADILLO	swim	leap
CROCODILE	leap	slither
SNAKE	slither	climb
PRAYING MANTIS	climb	fly

ADVERBS OF MANNER		
WHALE	dives	swims
	eagerly	lazily
ARMADILLO	swims	leaps
	slowly	excitably
CROCODILE	leaps	slithers
	wildly	(silently)
SNAKE	slithers	climbs
	quickly	effortlessly
PRAYING MANTIS	climbs	flies
	slowly	carefully

ADVERBS OF PLACE		
WHALE	dives	swims
	into	under
ARMADILLO	swims	leaps
	across	straight up
CROCODILE	leaps	slithers
	forward	into
SNAKE	slithers	climbs
	through	up
PRAYING MANTIS	climbs	flies
	over	upward

And,
Then,
After,
Or...

Conjunctions

THIS ONE BOOK CAN TARGET THESE CCSS: (and probably more)

Verbs

Adverbs of Place

Adverbs of Manner

Conjunctions

Represent concepts in linguistic ways

Synonyms

Shades of Meaning

Make connections between word and real life

Reading Comprehension Informal Assessment

Name CELIA	
Age 7	Grade 2
Current Concerns	Beginning to show signs of frustration with comprehension tasks. Does not identify emotions of self and others
Reading History	Early spontaneous decoding identified around age 3.5. Parents report very little reading together (social reading interactions)
Reading Fluency/Prosody	Speed and accuracy above grade level. Prosody mainly absent. Stress/Intonation when used is mostly inappropriate resulting in odd sounding oral reading. (Echo Reading) (Contrastive Stress)
Contrastive Stress	Unable to complete this task. (Add to intervention plan)
Heteronym Read-Aloud	Unable to complete task
Passage Retell	Unable to complete task (Sequencing) (Wordless Books) (Story grammar)
CCSS Summary (Weaknesses/Strengths)	Phonemic awareness skills okay. Unable to segment syllables. Unable to categorize. Struggles with rhyming. Multiple Meaning Words - difficult.. No apparent concept of synonyms/shades of meaning. Unable to identify word roots/affixes.

Celia

- Classic hyperlexia behaviors (early, spontaneous reading, advanced decoding skills, little or no reading in dyad)
- Extreme difficulty disassociating from letters
- Narrow and rigid vocabulary
- Reading prosody is poor
- Comprehension problem emerging
- TOM/Emotions issues?

Intervention Plan

- ✓ Build activities around books
- ✓ Social/interactive reading experiences to model comprehension as end goal
- ✓ Reduce dependence on text/shift focus from letters only
- ✓ Encourage /model appropriate prosody
- ✓ Expand Vocabulary (Vocabulary of Emotions)
- ✓ Increase social/emotional awareness in self and others
- ✓ Transfer skills to real life

Vocabulary

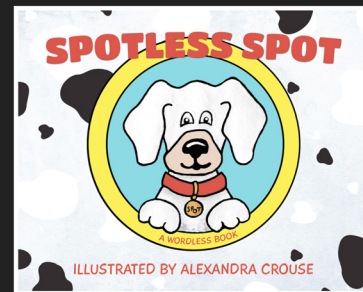
- Research has shown that vocabulary – not decoding – is the best predictor of comprehension (NRP, 2000)
- Characteristics of those with ASD predispose them to constrained vocabulary.
- Both personal lexicon and strategies to determine word meanings are critical to comprehension of text

Wordless Books

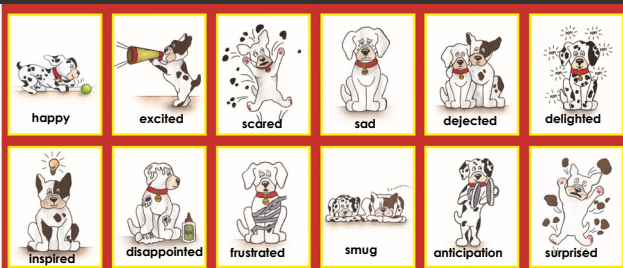
- ✓ Build activities around books
- ✓ Social/interactive reading experiences to model comprehension as end goal
- ✓ Reduce dependence on text/shift focus from letters only
- ✓ Encourage /model appropriate prosody
- ✓ Build vocabulary in functional contexts

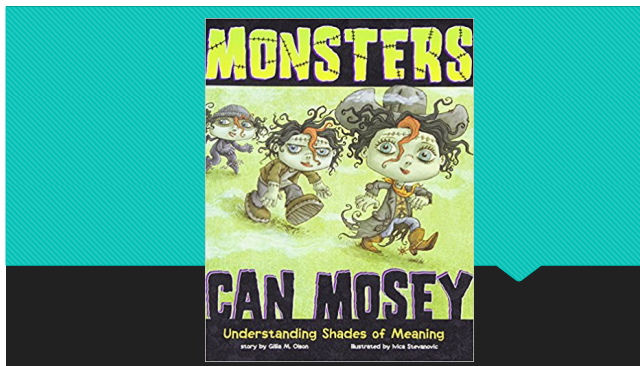
Wordless Books

- Removes the words altogether so the interaction focuses on the pictures and meaning of the story being conveyed.
- No letters means no independent “reading.”
- Child must interact with **meaning** conveyed by pictures rather than merely decoding symbols.



How do you look when you are.....?





Movement		Fear
Lurch	Slink	Scary
Walk	Glide	Unnerving
Strut	Float	Panic
Prance	Slither	Frighten
March	Squirm	Spooky
Trudge	Ooze	Creepy
Lumber	Prowl	Horifying
Clomp	Stride	
Stamp	Mosey	
Tiptoe	Sneak	

Monsters Can Mosey

Giraffes Can Gyrate

Tigers Can Tiptoe

Ducklings Can Dawdle

Llamas Can Lollygag

Pandas Can Prance

Cat s Can Car t wheel

YOUR TURN

“Scary” Titles

____ are Terrifying

____ Are Scary

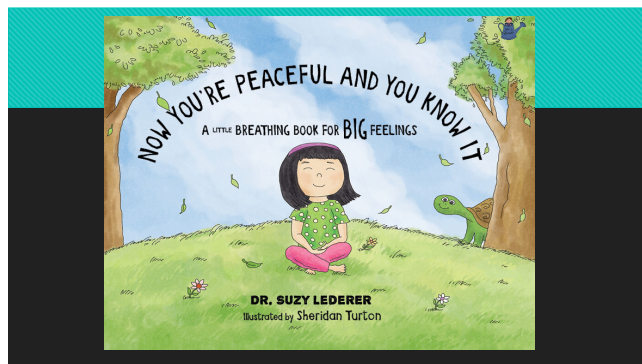
____ are Spooky

____ are Frightening

Are Horrifying

____ are Creepy

Also targets Phonemic Awareness!



Intervention Targets Addressed

- ✓ Build activities around books
- ✓ Social/interactive reading experiences to model comprehension as end goal
- ✓ Reduce dependence on text/shift focus from letters only
- ✓ Expand Vocabulary
- ✓ Encourage /model appropriate prosody
- ✓ Increase social/emotional awareness in self and others
- ✓ Transfer skills to real life

- ✓ Interactive Reading (paired reading, predicting)
- ✓ Prosody (Fluency)
- ✓ Metalinguistic (syllabification, rhyming)
- ✓ Social/Emotional Awareness
- ✓ Descriptive Vocabulary Development
- ✓ Following Directions
- ✓ Using Reading in Real Life Tasks

PEANUT BUTTER

Ingredients:

- 2 C. unsalted peanuts (can be roasted for richer flavor)
- Optional: honey/sugar, kosher salt, peanut oil, chopped peanuts

To Prepare:

CRUNCH the peanuts in a food processor by running it for 4-5 minutes or until a creamy consistency is achieved.

- You may need to add small amounts of oil if nuts are too dry.
- Mix in honey/sugar and a bit of salt if you desire.
- Chopped nuts can be stirred in for crunchy peanut butter.
- Refrigerate. (Unless you eat it all right away!)

Summary of Research Teaching Vocabulary

- ☐ Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.
- ☐ Active engagement improves learning.
- ☐ Effective direct vocabulary instruction does not rely on definitions.
- ☐ Teaching word parts enhances learning.
- ☐ Students must represent their knowledge of words in both linguistic and non-linguistic ways.
- ☐ Playing with words and gamification are effective ways to help students become more word conscious.
- ☐ Repeated exposure is essential

CCSS Vocabulary Standards

Understand and Use a Variety of Words from Different Semantic Categories.

- ☐ Nouns
- ☐ Verbs
- ☐ Adjectives
- ☐ Adverbs
- ☐ Prepositions
- ☐ Conjunctions

Grade-Level Vocabulary and Content

- ☐ Unknown Words
- ☐ Multiple Meaning Words
- ☐ Using Context as a Clue to Meaning
- ☐ Represent Words Using Visual Displays

Word Relationships

- ☐ Categorization
- ☐ Shades of Meaning
- ☐ Synonyms, Antonyms
- ☐ Real-Life Connections Between Words and Use
- ☐ Literal/Non-Literal Language
- ☐ Figurative Language
- ☐ Homographs/Homophones

Morphological Skills

- ☐ Affixes/Roots
- ☐ Greek/Latin Influences
- ☐ Compound Words

Reading Comprehension Informal Assessment

Name	Jason		
Age	10	Grade	5
Current Concerns	Currently, experience extreme frustration. Acting out. Cannot apply information from reading to classwork or discussions. Resists reading on anything but preferred topics.		
Reading History	Classic hyperlexia profile. Early spontaneous reading - self taught. Considered a high-level reader in K-1. Preferred books on specific topics (trains, dinosaurs, vehicles, ships)		
Reading Fluency/Prosody	Some intonation present. Some odd phrasing and stress.		
Contrastive Stress	Required a good deal of support/modeling to complete task. Unable to use appropriate stress independently.		
Heteronym Read-Aloud	8/10 sentences read with incorrect stress.		
Passage Retell	Parrots facts/No story grammar muddle of ideas cannot answer clarifying questions		
CSSS Summary (Weaknesses/Strengths)	-summarize information from text -context as clue to meaning -figurative language very poor -cannot identify roots/affixes -shades of meaning, synonyms, antonyms		

Jason Summary

- Hyperlexia profile (reading = repetitive restrictive interest. High decoding, low comprehension)
- Poor Prosody
- Does not understand non-literal/ Figurative Language
- Does not use context for to identify meaning
- Rigid vocabulary

Jason Intervention Plan

- ✓ Morphological Awareness
- ✓ Figurative Language
- ✓ Purposeful Reading
- ✓ Building Flexible and Diverse Vocabulary
- ✓ Contrastive Stress practice
- ✓ Echo reading with grade level materials

Purposeful Reading

- Reading is a social interaction – even when reading independently.
- Being able to read between the lines (go beyond decoding individual words), requires an understanding of reading motives:
 1. Why the reader is reading the passage
 2. Why the author is writing the passage
- It's not just about knowing the words – it's about knowing what the author is trying to convey

Story Grammar

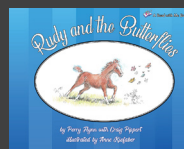
- ASD readers may not not understand that stories have grammar (meta skill)
- Can be explicitly taught
- Meta skill

Start by teaching parts of a story

BASIC STORY GRAMMAR

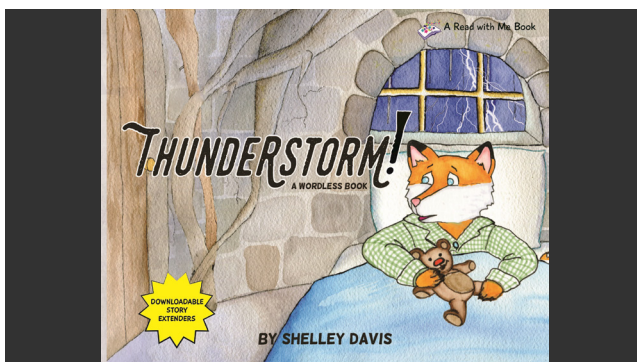
- The Setting (where does the story take place)
- The Characters (Who is in the story)
- The Problem (What to get the story started)
- The Action (What actions occur in response to the problem?)
- The Resolution (How is the problem solved?)

YOUR TURN!



Rudy	Fall	Farm	North Carolina
Villain	Compete	Angry	Hurt
Dastardly Dan	Run	Safe	Trophy
Jump	Hurt	Craig	Mad

The setting	The characters	The problem	The action	The resolution



miserable	relieved	sad	frightened
lonely	surprised	curious	imaginative
peaceful	excited	unaware	sleepy
happy	angry	energetic	scared

Text

My Purpose for Reading This Selection

- ☐ Read for pleasure
- ☐ Read to learn new vocabulary
- ☐ Read to be able to discuss with others
- ☐ Read to learn a procedure
- ☐ Read to find answers
- ☐ Read for specific information
- ☐ Read to compare and contrast
- ☐ Read and reflect
- ☐ Read and summarize
- ☐ Other _____

The Author's Purpose for Writing this Selection

- ☐ Tell a Story
- ☐ Compare and Contrast
- ☐ Convince an audience
- ☐ Convey information
- ☐ Entertain
- ☐ Report and inform
- ☐ Share an experience
- ☐ Other _____

Map Rudy's Story!



Characters:

Setting:

Problem:



Plan:

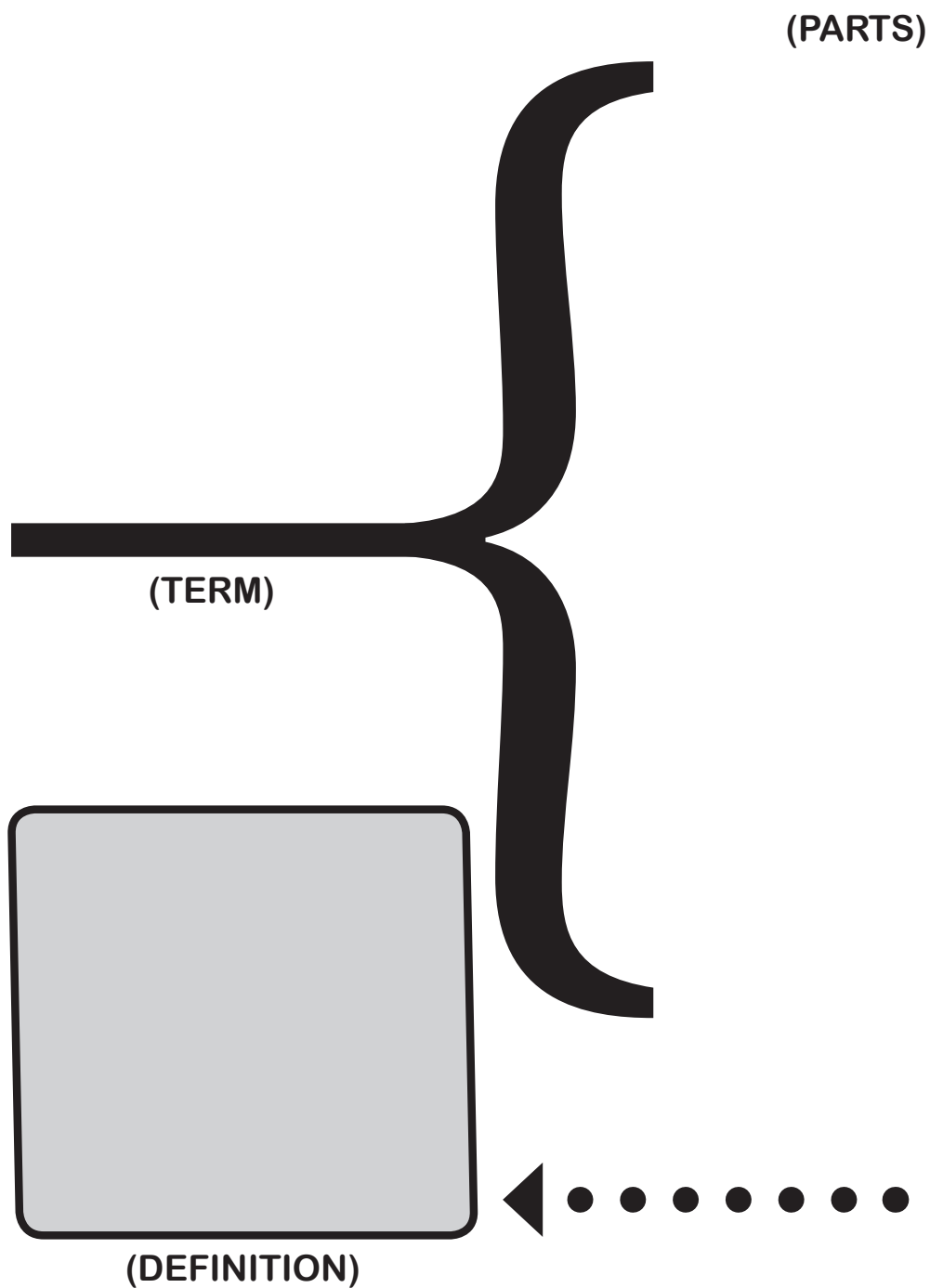
Resolution:



SEEP

STEM	EXAMPLE	EXPLANATION	PICTURE

BRACE MAP



BOOKS LISTS AND RESOURCES

BOOKS USED IN TODAY'S PRESENTATION	
Capering Cows, Shivering Sheep	Shari Robertson
Spotless Spot, Firefly Fox, Thunderstorm	Alexandra Crouse
I Can Say That!	Suzy Lederer
A Peanut Sat on a Railroad Track	Elizabeth Redhead Kriston
Monsters Can Mosey	Gilla Olson
Bernice is Hungry	Rachel Adomshick
Rosie's Walk	Pat Hutchins
Run, Turkey, Run	Peggy Agee
Cat Queen	Alexandra Bowser
Now, You're Peaceful and You Know It (Breathing Book)	Suzy Lederer
ADDITIONAL WORDLESS BOOKS (Younger Students)	
Thunderstorm	Shelley Davis
Changes, Changes	Pat Hutchins
Good Dog, Carl	Alexandra Day
Good Night, Gorilla	Peggy Rathman
Beaver is Lost	Elisha Cooper
Truck	Donald Crews
Flashlight	Lizi Boyd
Inside Outside	Lizi Boyd
Museum Trip	Barbara Lehman
The Lion and the Mouse	Jerry Pinkney
WORDLESS BOOKS FOR OLDER KIDS	
Unspoken: A Story from the Underground Railroad	Henry Cole
Sector Seven, Flotsam, Tuesday	David Weisner
Journey, Return, Quest	Aaron Becker
Fossil	Bill Thompson
Noah's Ark	Peter Spier
Chalk	Bill Thompson
Lights Out	Arthur Geisert
RESOURCES USED IN PRESENTATION	
Skills-Based Assessment of Core Communication Standards: K-2	Jennifer Schultz
Skills-Based Assessment of Core Communication Standards: 3-5	Jennifer Schultz
Very Vivid Vocabulary	Monica Gustafson
Read with Me!	Shari Robertson
WEBSITE RESOURCES	
www.dynamic-resources.net	Resources for Interactive Reading, Books used in today's presentation
www.english-for-students.com	List of English heteronyms
https://accuplacer.collegeboard.org/	College Placement testing

http://nces.ed.gov/nationsreportcard/studies/ors/scale.asp	NAEP Oral Reading Fluency Scale
https://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/	What's my purpose worksheets
SELECTED REFERENCES/FURTHER READING	
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Grigorenko, E. L., Klin, A., & Volkmar, F. (2003). Annotation:Hyperlexia: Disability or superability? The Journal of Child Psychology and Psychiatry, 44, 1079–1091.	
Iland, E. (2011). Drawing a blank: Improving comprehension for readers on the autism spectrum. Shawnee Mission, KS: AAPC Publishing.	
Newman, T.M., Macomber, D., Naples, A. J., Babitz, T., Volkmar, F., & Gringorenko, E. (2007). Hyperlexia in children with autism spectrum disorders. Journal of Autism and Developmental Disorders, 37(4), 760–774.	
Ostrolenk, A., Forgeot d'Arc, B., Jelenic, P., Samson, F., & Mottron, L. (2017). Hyperlexia: Systematic review, neurocognitive modelling, and outcome. Neuroscience & Biobehavioral Reviews, 79, 134–149.	
Sparks, R. L. (1995). Phonemic awareness in hyperlexic children. Reading and Writing, 7, 217–235.	
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DYNAMIC RESOURCES LEARNING LIBRARY - FREE ONLINE RESEARCH-SUPPORTED THERAPY MATERIALS