Reading Comprehension and Autism

Extraordinary Minds In MCPS

April 2, 2019

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Activator

Word Splash:

What are all the things you do when you read?

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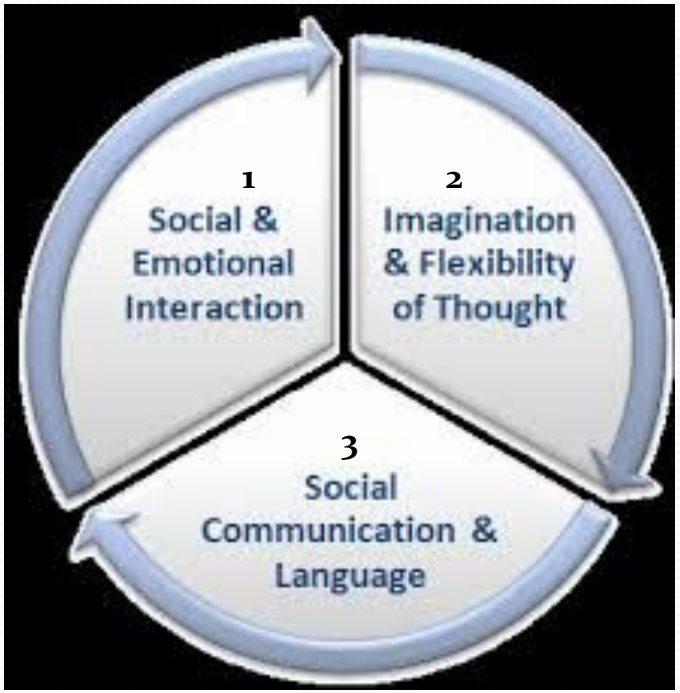
Outcomes

By the end of this session, participants will have…..

- Reviewed specific characteristics and deficits common to students with Autism
- Identified the relationship between this triad of difficulties and the development and demonstration of reading comprehension skills
- Explored a variety of strategies that can be used to facilitate reading comprehension with students at home

A Triad of Impairments



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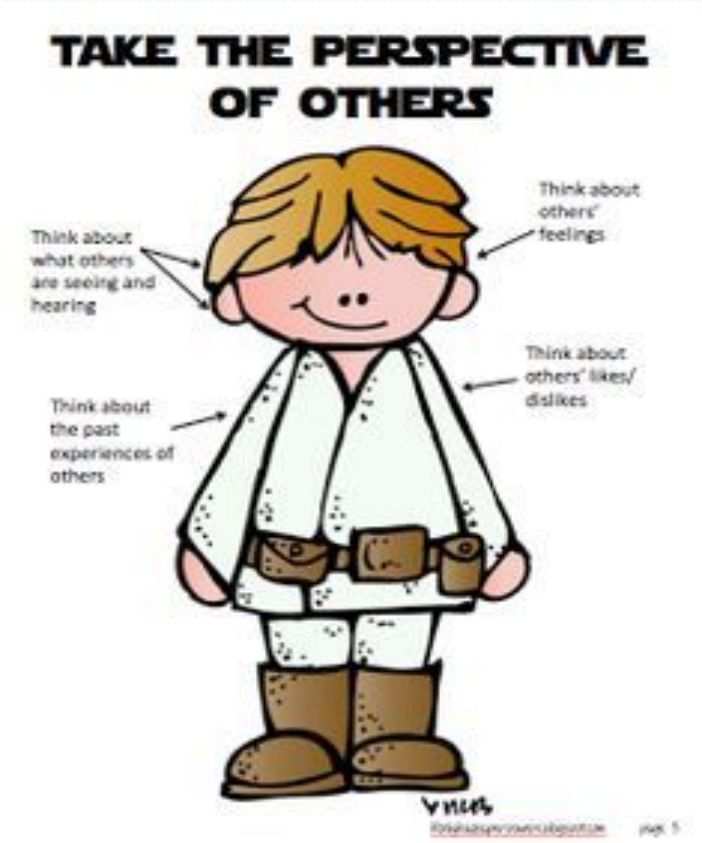
Additional characteristics that impact comprehension



- Joint attention & shared interests
- Impaired ability to identify & understand social cues
- Lack social reciprocity
- Misinterpret another's feelings or have trouble identifying & discussing emotions
- Commit social faux pas because of the inability to predict or interpret another's reaction
- Difficulties in seeing another person's point of view & adjusting behavior accordingly

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So, what does this mean?

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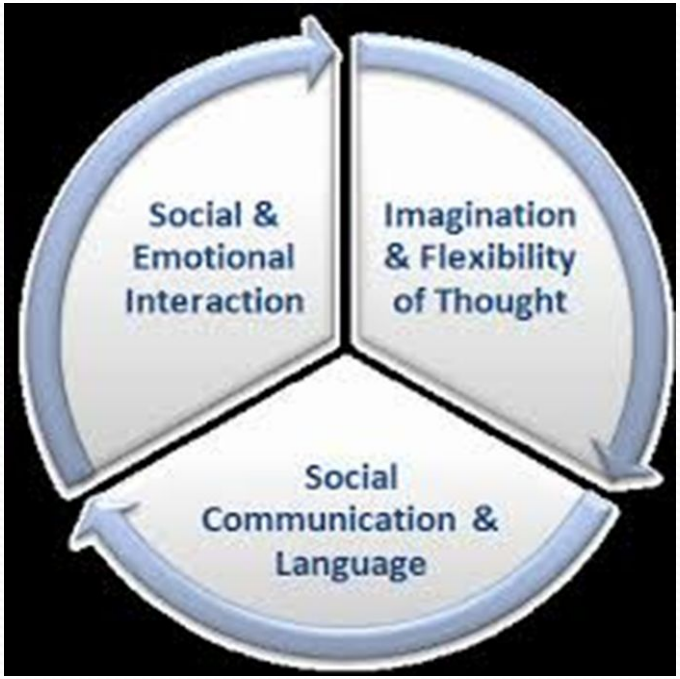
Defining Reading Comprehension

- *Reading comprehension describes a learner's [sic] understanding, recall and integration of information stated in or inferable from specific text passages* R(Tierney & Cunningham 1984 p. 610 in Carnahan & Williamson, 2010 p. 461)

Impact of Language on Learning—Revisiting the Triad of Impairments in Autism

- All the components of language are necessary for both academic and social success



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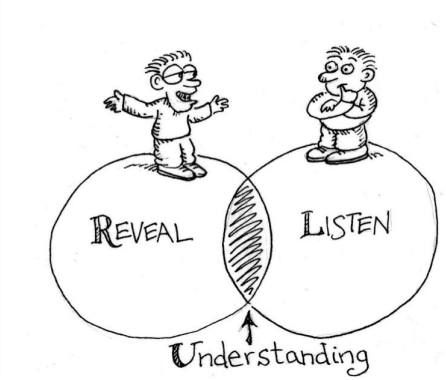
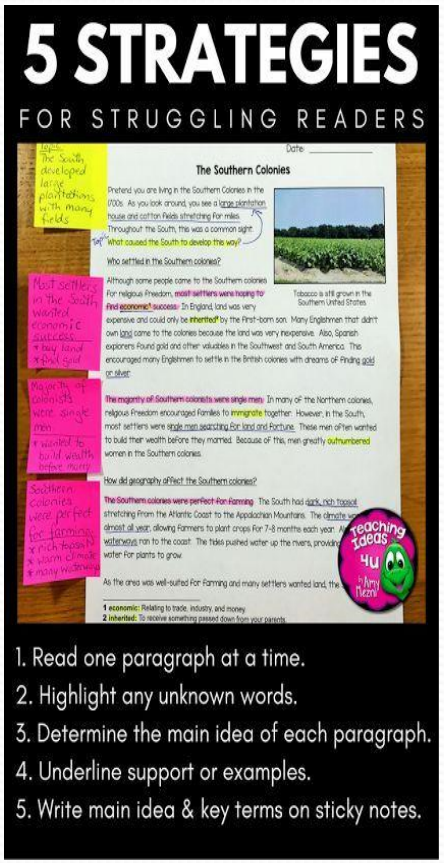
Skills Related to Reading Comprehension



Reading Strategies



QUESTIONS TO ASK ABOUT READING

AUTHOR'S PURPOSE
- Is the author trying to persuade, inform, or entertain the reader?
- What message does the author want the reader to know?
- Why did the author write this piece?

ASKING QUESTIONS
- What questions do you have about what you read?
- What is something that you would ask the author?
- What else would you like to know about this topic?
- What do you think was the most important part?

MONITORING YOURSELF
- What background knowledge do you have that relates to this text?
- Did you ask yourself questions as you read?
- Did you reread sections that were difficult?
- What did you do when you came to a word you didn't know?

INFERENCE
- What is a generalization you can make about the main character?
- What is something you can figure out about the story that the author didn't tell you?

SUMMARY & MAIN IDEA
- What is the main idea? What are two supporting details?
- What would be a good title for this selection?
- What happened at the climax of the story?
- Write a summary including beginning, middle, and end.

CONNECTIONS
- What does this passage remind you of?
- What is another book you have read that has something in common with this one?
- What books have you read that have a similar theme or message?
- What is something you have learned this year that relates to the story?

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Comprehension questions to ask at home

Question to ask before you read
- Can you look at the pictures and predict what you think will happen in this book?
- What makes you think that?
- What characters do you think might be in our story?
- Do you think there will be a problem in the story? Why or why not?
- Does the topic/story relate to you or your family? How?
- What does the cover tell you about the book?
- What are you curious to find out about this book?
- What do you want to learn?
-

Question to ask while you read
- What do you think will happen next?
- What is the problem in the book?
- Why do you think the character did that?
- When you are reading this part, what are you picturing in your head?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did ___?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- As I read ____, it made me picture __ in my head. What pictures do you see in your head?
- As you read, what are you wondering about?
- Can you put what you've just read in your own words?

Question to ask after you've read
- Can you remember the title?
- In your opinion was it a good title for the book? Why or why not?
- Were your prediction about the story correct?
- I there was a problem, did it get solved?
- What happened because of the problem?
- Why do you think the author wrote this book?
- What is the most important point the author is trying to make in his/her writing
- What was your favorite part of the story?
- If you could change one thing in the story, what would it be?
- Can you retell the story in order?
- If you were ___, how would you have felt?
- What is the most interesting situation in the story?
- Is there a character in the story like you? How are you alike?
- Did you like this book? Why or why not?

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Before Reading Strategies

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Picture Walk

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Notice and Wonder

I Notice	I Wonder
Regina likes to run.	What color is Regina's rabbit?
Pets are not allowed.	Where does Rodney live?
Run must be rectangular.	What is a run?
Must use whole numbers.	How many sides in a rectangle?

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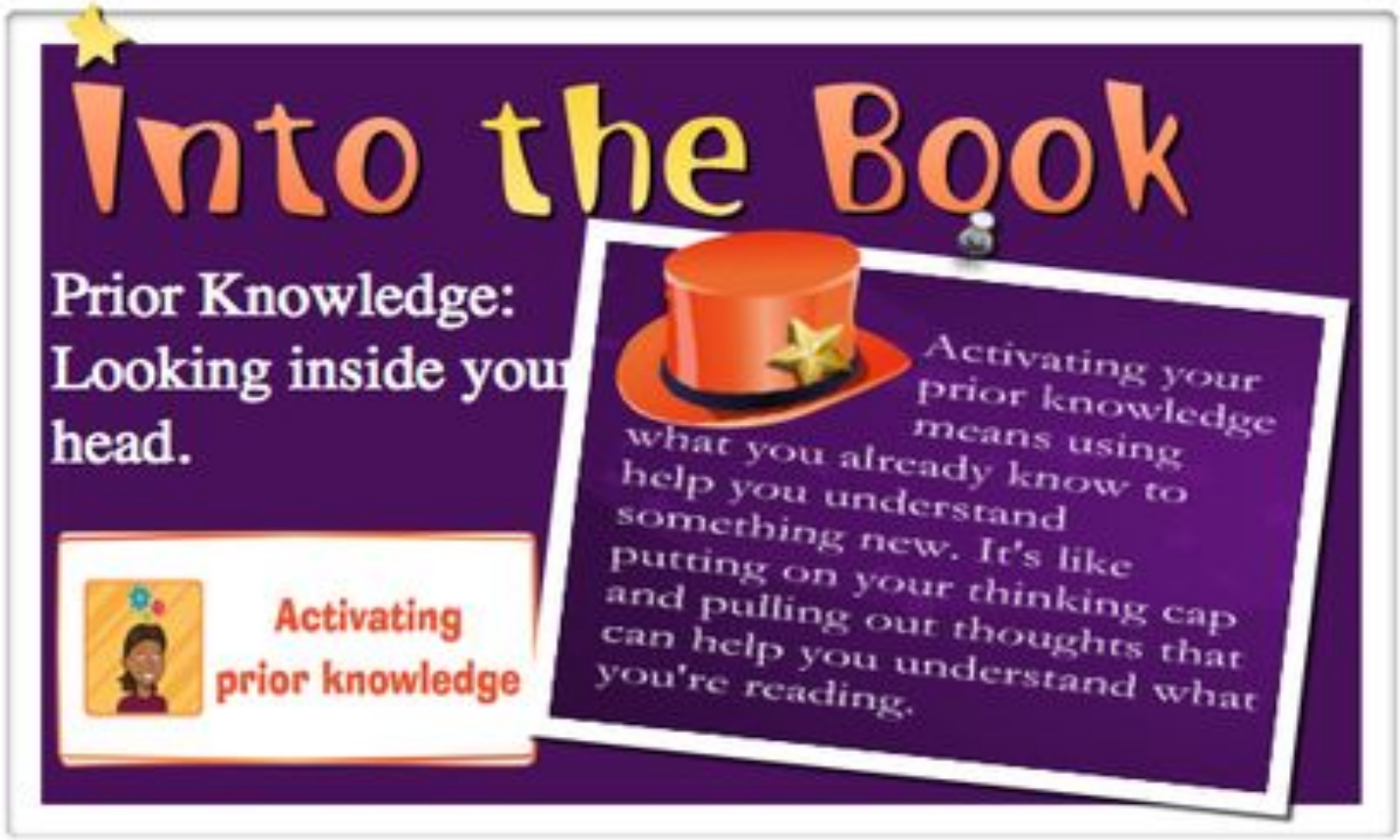
Building Background Knowledge



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Making Predictions

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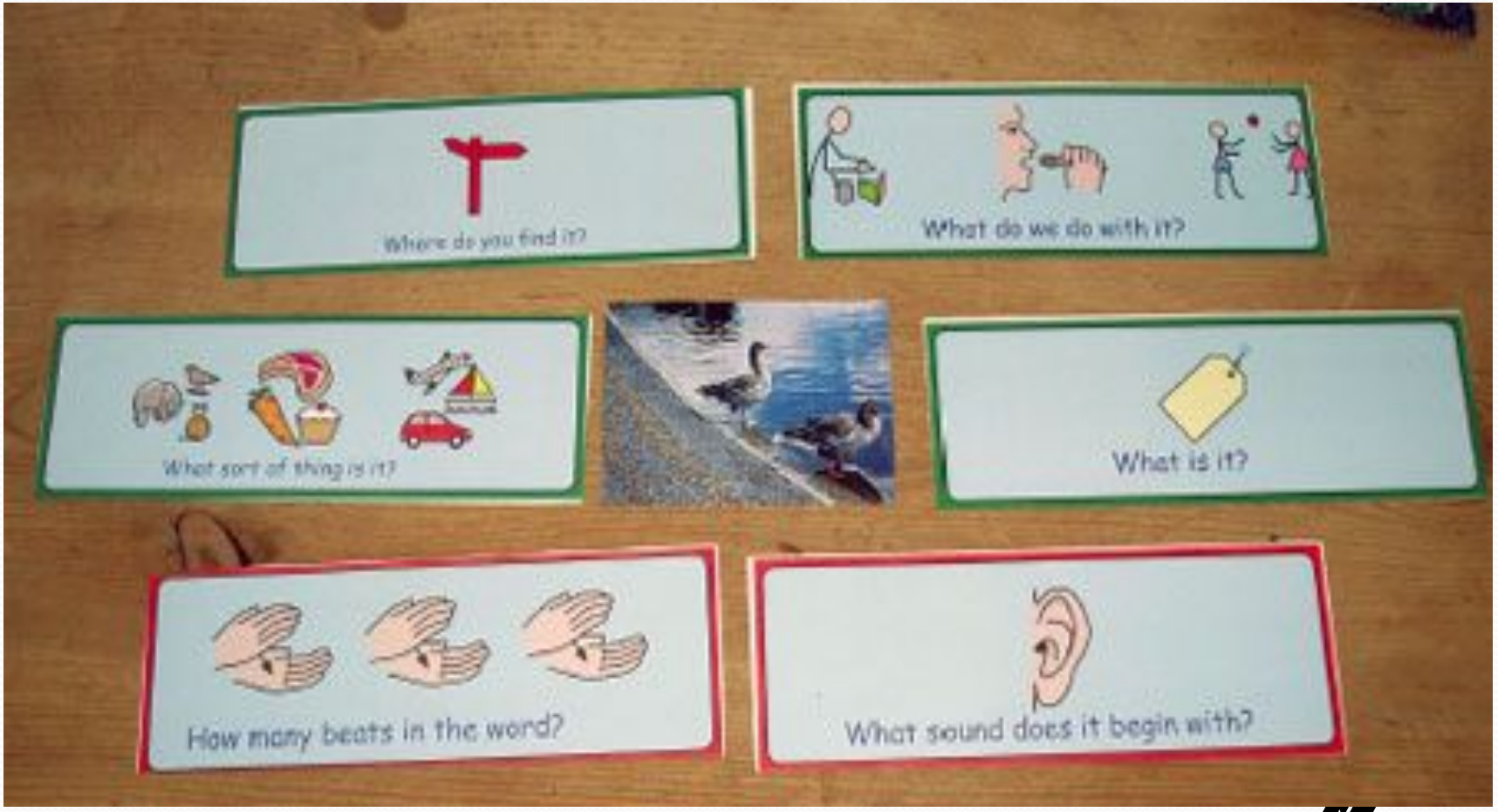
Pre-Teaching Vocabulary



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LINCS

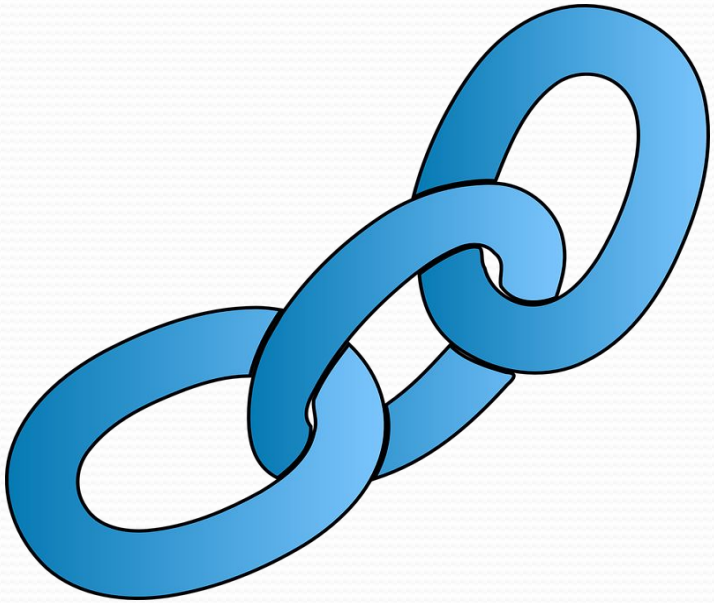
List the parts (vocabulary word, definition)

Identify a reminding word

Note a LINCing story

Create a LINCING picture

Self test



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During Reading Strategies

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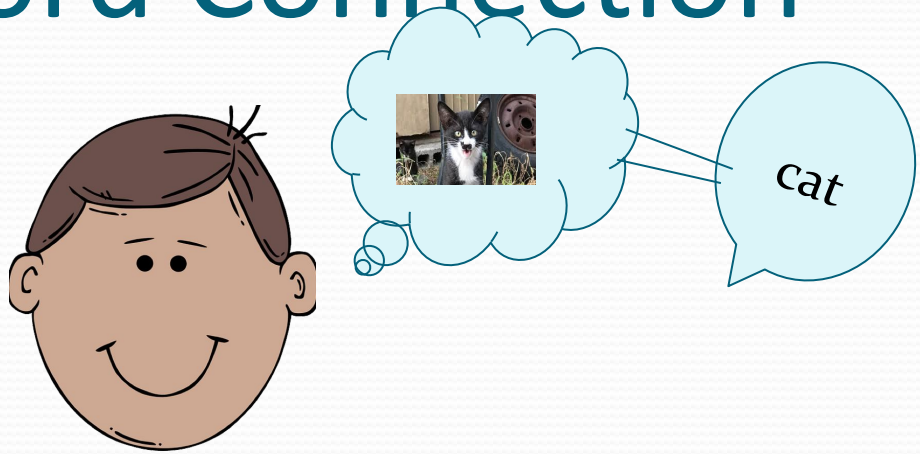
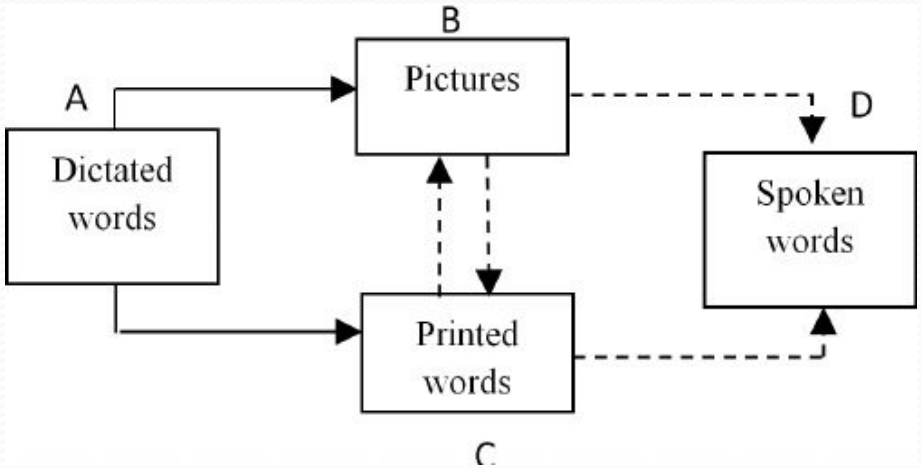
Picture and Word Connection

The adult (teacher/parent) draws a head with a thought bubble and then draws a cat in the thought bubble as she/he explains:

- *We will picture words in our minds*
- *We can picture a cat and we can say cat*
- *Words turn into pictures and pictures turn into words*
- *This will help us remember what we read and hear*





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Visualizing

I See What I Read

I Feel What I Read

It's Like a Movie in My Mind

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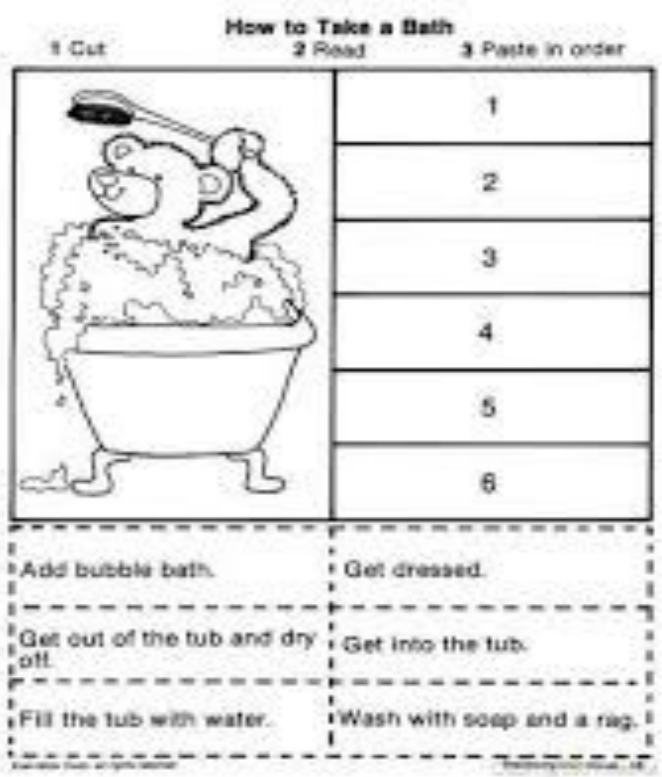
Roll an Emotion

- Make a die with emoji faces (surprised, angry, tired, excited, etc.)
- Roll the die and read a phrase using that emotion

Let's Try!

- What will they do?
- I think I am lost.
- Do you know what time it is?

Picture and/or Sentence Sequencing



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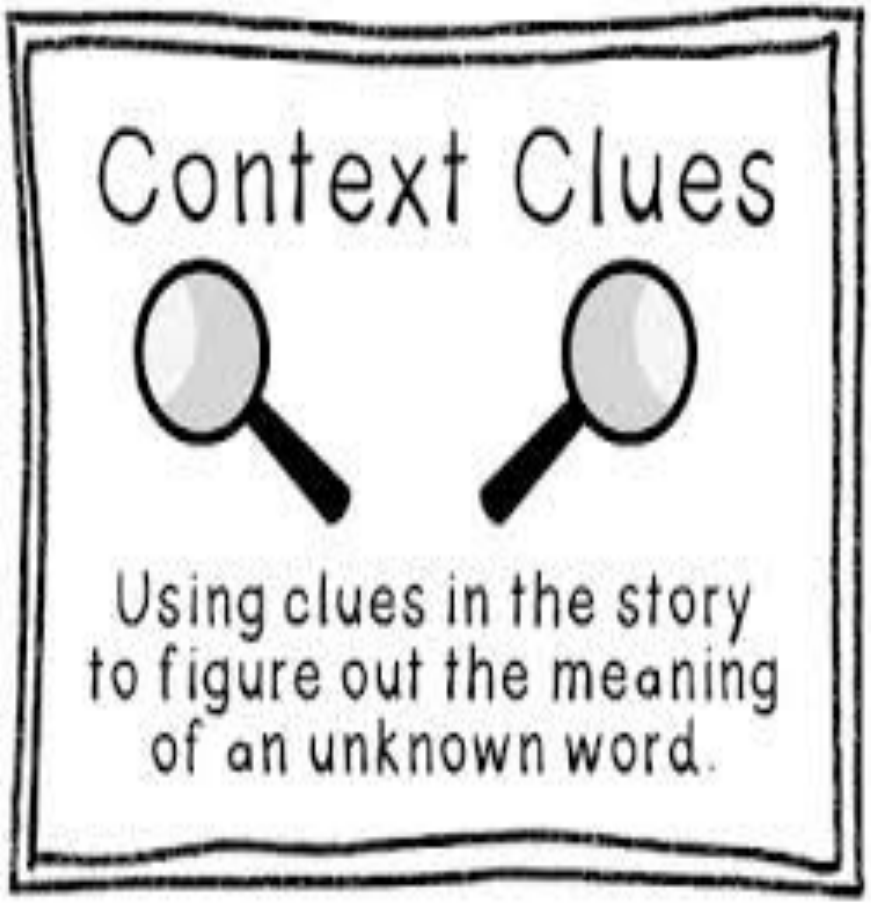
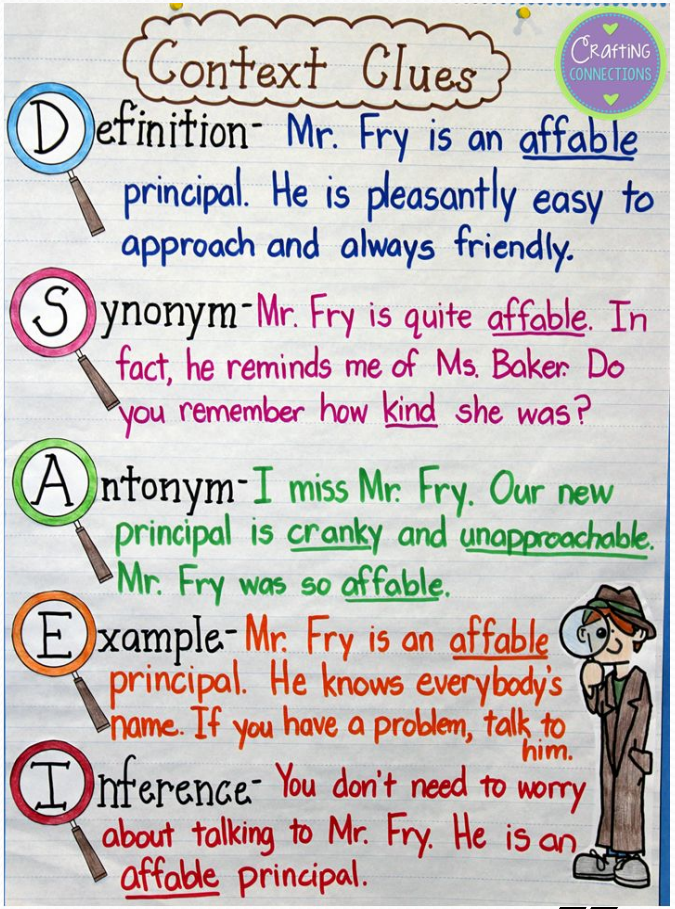
Context Clues





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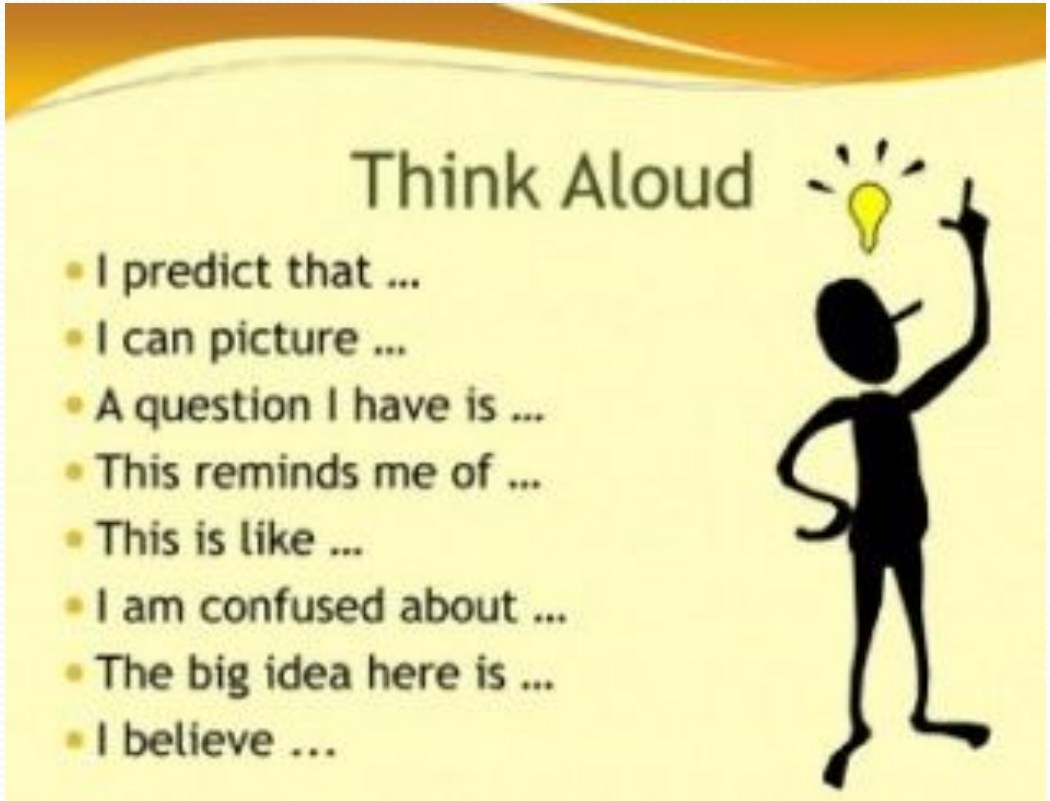
Think aloud



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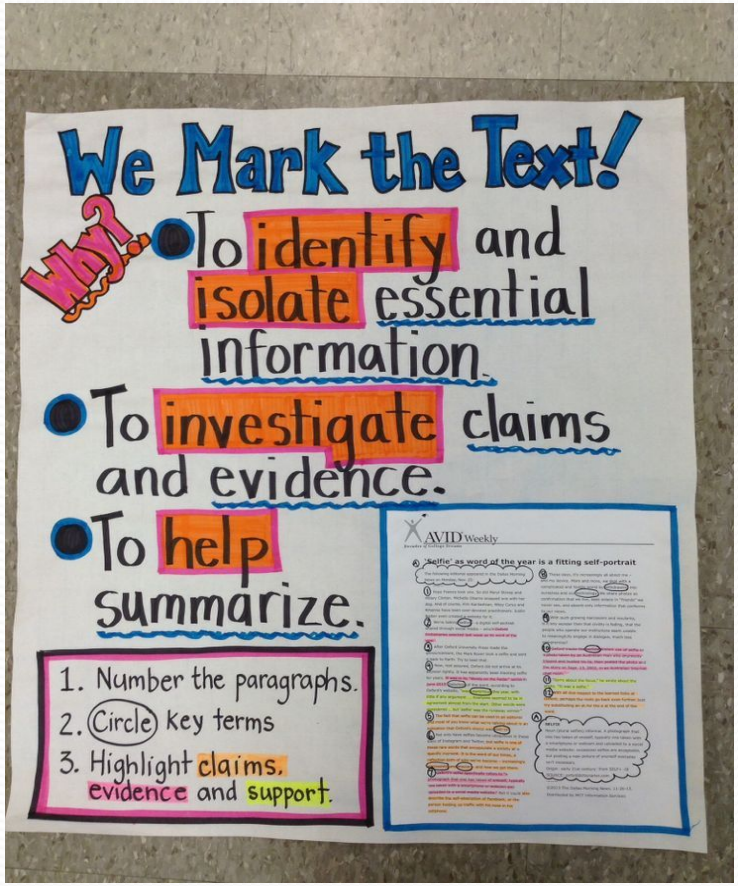
Focusing on What is Relevant



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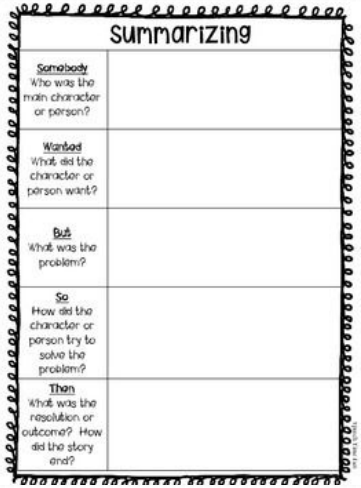
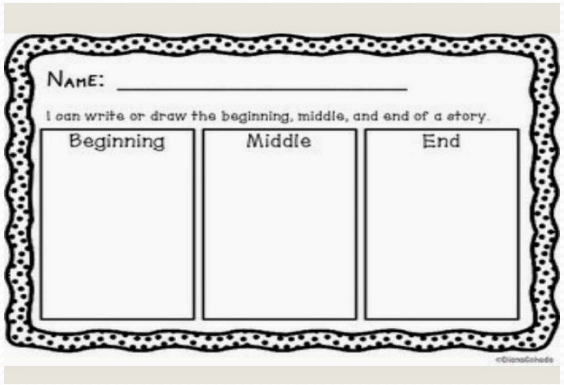
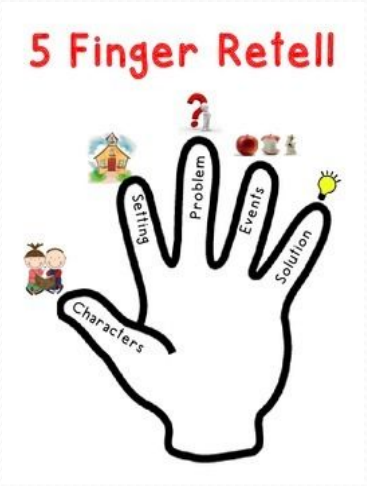
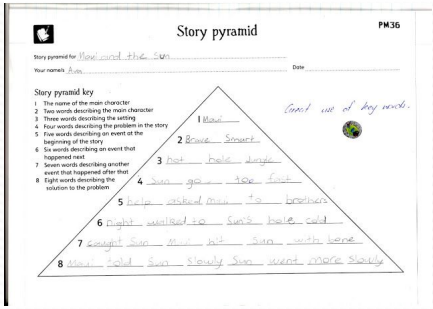
Summarizers

- 5 Finger Retell
- Beginning Middle End
- Somebody Wanted But So…
- Summarization Pyramid









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Post Reading Strategies

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Retell and/or Summarize

Retelling vs Summarizing

Retell

- Tell the story again
- Use the author's words
- Add as many details as possible

Summarize

- Tell only the most important events from the story
- Put events in your own words
- Keep in mind the BIG IDEA- what the story is mostly about

Both

- only use details from the text
- Keep the details in the correct order

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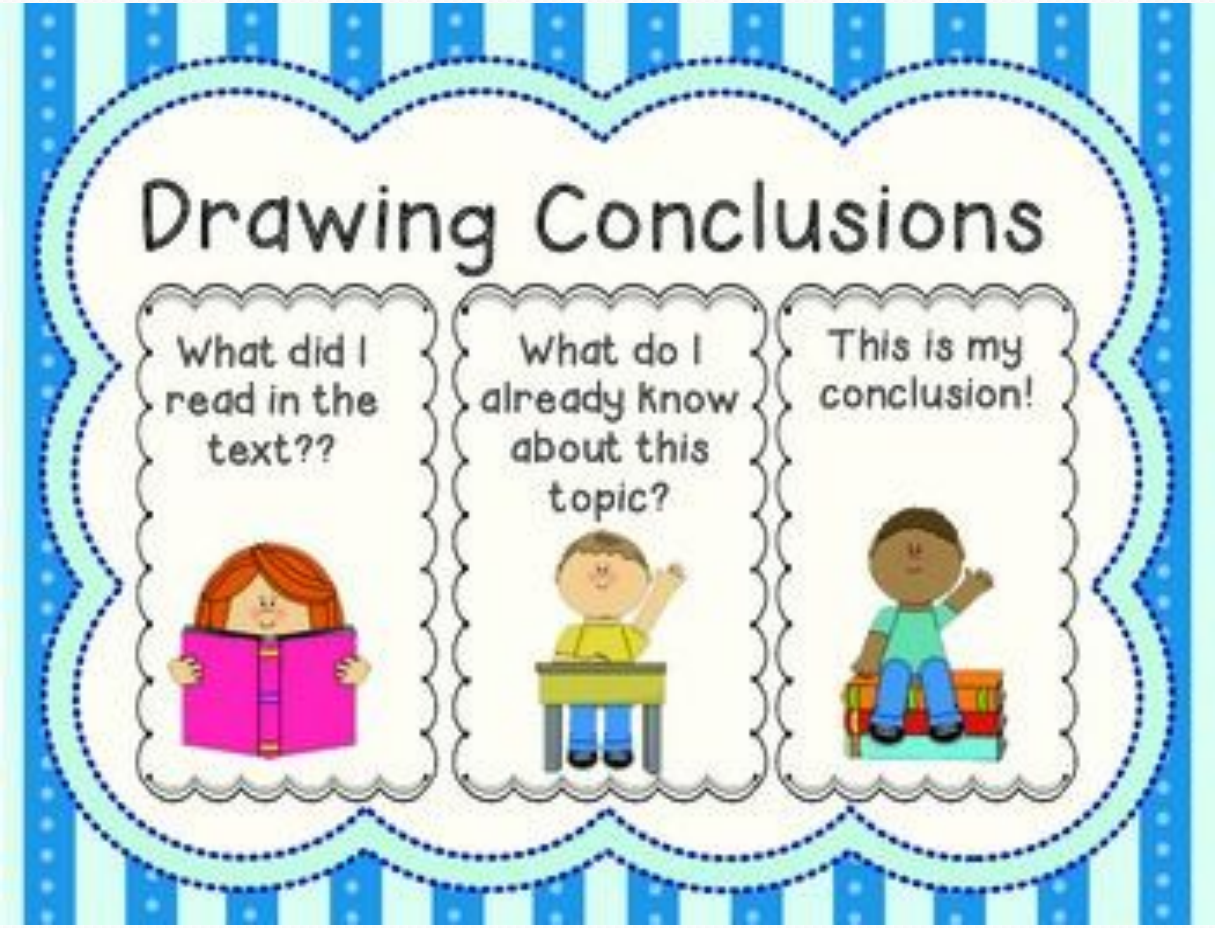
Drawing Conclusions



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This concludes the presentation