

## Teaching reading to children with ASD: What you need to know.

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## Agenda

- Discuss the struggles of students with ASD in the area of reading.
- Define phonemic awareness, phonics, fluency, comprehension and vocabulary.
- While addressing the definitions of each reading component, activities and strategies will be addressed in each section.
- Questions????

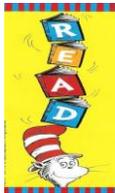


## Dr. Seuss

*"The more that you read, the more things you will know.*

*The more that you learn, the more places you'll go."*

*---By Dr. Seuss*



## Keep in mind please!

- All children are made different which means that all children learn differently!
- This presentation will not tell you step by step in how to teach reading to children with ASD. The purpose of this presentation is to give you a bag of tricks! You will need them!
- You want great results, add sensory activities along with your reading activities.



## Why does my child/student with ASD struggle in reading?

- Language/communication deficiency
- Auditory Processing
- ADD/ADHD symptoms
- ZPD-Zone of Proximal Development- What the child can do with little assistance from an adult or peer.
- Some children who are on the autism spectrum disorder may be only sight word readers.
- Lack of consistency between educators and parents.
- Behavior



## Food for thought

- Assess your student to base your instruction.
- Think about the goals you present to the student.
- Limit the number of students in your group.
- If the student has limited sitting skills or has difficulty with regulation, your focus may not be reading.



## Phonemic Awareness

- Although phonemic awareness is a subcategory of phonological awareness, phonemic awareness and phonological awareness are used interchangeably in literature.
- Phonological Awareness: The understanding of our spoken language is made up words and that our words are made up of individual units of sounds called phonemes. (Zgonc, 2010)
- Phonemic Awareness: The ability to work with individual sounds in words called phonemes. (Henery, 2010)
- Phonemic Awareness is the foundation for Phonics.



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## Phonological Awareness Sequence

1. Concept of word
2. Rhyme
3. Syllable
4. Phonemes
5. Phonemes manipulation



Zgonc, Yvette. (2010). *Phonological awareness: Intervention for all*. Peterborough, New Hampshire: Crystal Springs Books.

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## Tips for teaching tricky phonemes

- Consonant blends keep their own names.
  - blue /b/ /l/ /oo/
- R-controlled is one sound.
  - horse /h/ /or/ /s/
- Diphthongs are one sound.
  - boy /b/ /oy/
- Letters *ng* represent one sound.
  - king /k/ /i/ /ng/
- Digraphs are one sound.
  - ship /sh/ /i/ /p/
- The letter *x* represents two sounds.
  - box /b/ /o/ /k/ /s/



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## How many phonemes are in these words?

1. ring
2. star
3. found
4. three
5. fix



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## Strategies/Activities

- Collaborate with the speech-language pathologist.
- Make everything as visual as possible!
- Forget the worksheets!!! Make activities hands on if possible.
- Apply prior knowledge to the activities.
- Work stations (even independent)



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## Work stations (even independent)



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## Word Walls

- Add pictures with the words! Remember the visual learners!



Picture from [googleimage.com](http://googleimage.com)

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## Continued: Strategies/Activities

- ABC/Word study work stations
  - Alphabet book
  - Phonics Dance-Curriculum that helps the child memorize letter sounds and hunks and chunks. [www.phonicsdance.com](http://www.phonicsdance.com)
  - Fridge Phonics by LeapFrog Enterprises, Inc.
  - Songs
- Concept of word
  - Use transparent math counters for student to put over each word in the sentence. Then count the counters.
- Rhyme recognition
  - Sort rhyme houses (What's the Rhyme Sorting Houses-Lake Shore)
  - Pick an easy rhyme and have student highlight the common word family.
  - Use books with rhyming such as Dr. Seuss
- Rhyme completion
  - Use Boardmaker or Google images pictures



Henry H.S., Kimberly A. (2010). *How do I teach this kid to read? Teaching literacy skills to young children with autism from phonics to*

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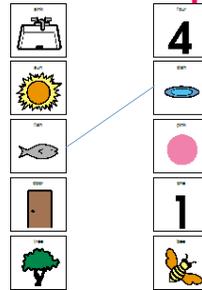
## Boardmaker Share Example: Rhyming-exclusion



[www.boardmakershare.com](http://www.boardmakershare.com)

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## Continued: Boardmaker Share Example



[www.boardmakershare.com](http://www.boardmakershare.com)

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## Phonics

- Definition: The relationship between sounds and their spellings.
- Without phonemic awareness, phonics will not make sense to the child.
- "Some autistic children will learn reading more easily with phonics, and others will learn best by memorizing whole words. I learned with phonics." -Temple Grandin

[www.readinghorizons.com/research/autism\\_dip.aspx](http://www.readinghorizons.com/research/autism_dip.aspx)



Blevins, Wiley. (2006). *Phonics 4 to 6: A practical guide*. New York, New York: Scholastic Inc.

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## Strategies/Activities

- Phonics phone
- Word Families
  - This will help build phonemic awareness, phonics, spelling and reading.
- Use letter tiles/stamps supported by pictures.
- Phonics Dance: [www.phonicsdance.com](http://www.phonicsdance.com)
- Practice High Frequency words or Dolch words
- Relate phonics to spelling.



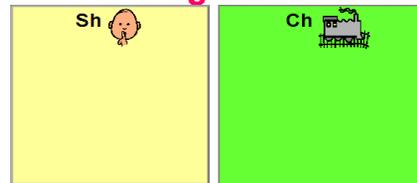
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## Teaching reading strategies:



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## Continued: Strategies/Activities



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www.boardmakers.com

## Vocabulary

- **Definition:** The ability to understand and use words to acquire and convey information.
- **Receptive vocabulary-**Associate a specific meaning with a word encountered for reading or listening
- **Expressive vocabulary-**The ability to speak or write a specific word for a specific meanings.



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## Why is vocabulary important?

- Vocabulary is linked to comprehension and reading fluency.



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## Strategies/Activities

- It is very important to teach environment vocabulary when working on vocabulary.
  - (ex. environmental print book)
- Make a picture book that is personalized for the child.
- Word Wall
  - Use picture with the word.
  - 500 picture word (Phonics A to Z By: Wiley Blevins)
- One word picture book
- Picture me reading [www.picturereading.com](http://www.picturereading.com)
- Word webs



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## Fluency

- **Definition:** The ability to read a text quickly and accurately.
- Bridge between word recognition and comprehension.
- Read with expression.



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## Strategies/Activities

- Use books that is highly preferred to the student.
- Have the student read out loud to you!
- Model tone of voice and punctuation.
- Tracking
- You read they read
- Use books that have repeated phrases.
- Pacing boards



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fluency. Arlington, Texas: Future Horizons Inc.

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## Continued: Strategies/Activities

- Adapt books
  - <http://www.baltimorecityschools.org/site/Default.aspx?PageID=1445>
- Read Naturally
  - [www.readnaturally.com](http://www.readnaturally.com)



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## Comprehension

- Definition: The ability to make meaning for the text.
- Involves monitoring strategies
  - Reread the text
  - Simplify and summarize
  - Be able to ask questions



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## Strategies/Activities

- Repetition!!!
- Simple text
- Start with nonfiction texts (concrete and literal)
- Model personal connections
- Write personal experience stories
- Use concrete items that go with the book
- Edmark Reading Program



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## Continued: Strategies/Activities

- Practice predictions by the book cover and create an adaptive sentence strip.
- Picture walk before reading the story
- Question cards
- Stop signs at the bottom of pages
- Highlight the answer



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## Helpful websites

- [www.starfall.com](http://www.starfall.com)
- [www.hubbardscupboard.org](http://www.hubbardscupboard.org)
- [www.tarheelreader.org](http://www.tarheelreader.org)
- [www.boardmakershare.com](http://www.boardmakershare.com)
- [www.jacobslessons.com](http://www.jacobslessons.com)
- [www.mrsperkins.com](http://www.mrsperkins.com)
- [www.fcrr.org](http://www.fcrr.org)
- [www.readinga-z.com/more/highfreq\\_strat.html](http://www.readinga-z.com/more/highfreq_strat.html)
- [www.readingresource.net](http://www.readingresource.net)
- <http://www.baltimorecityschools.org/site/Default.aspx?PageID=1445>



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## Helpful books or reading programs

- **Read Naturally:** [www.readnaturally.com](http://www.readnaturally.com)
- **How Do I Teach This Kid To Read?**  
By: Kimberly A. Henry, M.S.
- **Easy Lessons for Teaching Word Families**  
By: Judy Lynch
- **Phonics From A to Z**  
By: Wiley Blevins
- **Pump Up The Volume: Making the Oral Vocabulary Connection**  
By: Lauren Reynolds
- **Intervention For All: Phonological Awareness**  
By: Yvette Zgonc
- **Words Their Way: Word study for phonics, vocabulary and spelling instruction**  
By: Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston.
- **Phonics Dance:** [www.phonicsdance.com](http://www.phonicsdance.com)
- **Word Walls Activities**  
By: Dawn Campell, M. A., and Karen Halderman



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## References

1. [http://www.readinghorizons.com/research/autism\\_dip.aspx](http://www.readinghorizons.com/research/autism_dip.aspx)
2. Henry M.S., Kimberly A. (2010). *How do I teach this kid to read?: Teaching literacy skills to young children with autism, from phonics to fluency.* Arlington, Texas: Future Horizons Inc.
3. Zgonc, Yvette. (2010). *Phonological awareness: Intervention for all.* Peterborough, New Hampshire: Crystal Springs Books.
4. Bear, Donald R., Invernizzi, Marcia, Templeton, Shane, & Johnston, Francine. (2008). *Words their way: word study for phonics, vocabulary, and spelling instruction, fourth edition.* Upper Saddle River, New Jersey: Pearson Education, Inc.
5. Blevins, Wiley. (2006). *Phonics a to z: A practical guide.* New York, New York: Scholastic Inc.
6. Lynch, Judy. (1998). *Easy lessons for teaching word families.* New York, New York: Scholastic Inc.
7. Angemeier, Patricia., Krzyanowski, Joan., & Moir, Kristina K. (2009). *Learning in motion: 10+ sensory activities for the classroom.* Arlington, Texas: Future Horizons Inc.



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