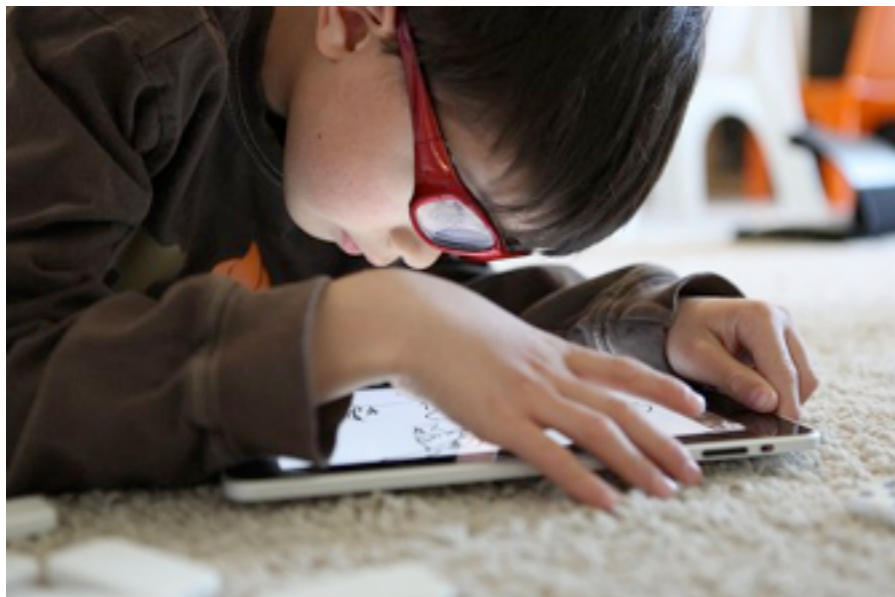


Yes, We Do Mean ALL Kids: A Construction of Competence Framework for Inclusive Literacy Instruction

Christy Ashby
Jamie Burke
Syracuse
University

ASI 2012
Concord, NH



The Power of Literacy



- I drew it - the letter “A.” There it was on the floor before me...I looked up. I saw my mother’s face for a moment, tears on her cheeks...I had done it. It had started- the thing that was to give my mind its chance of expressing itself. That one letter, scrawled on the floor with a broken bit of yellow chalk gripped between my toes, was my road to a new world, my key to mental freedom.

- Christy Brown, 1954



**Literacy in
Action:
Day 1 of the
iPad**

Getting Started

- Welcome and Introductions
- Opening Activity
- Opening Remarks by Jamie Burke
- Traditional Constructions of Literacy and Autism
- Reframing Literacy
- Constructing Literacy Competence
- Closing





Welcome and Introductions



INSTITUTE ON
COMMUNICATION
AND INCLUSION
at Syracuse University

Jamie Burke



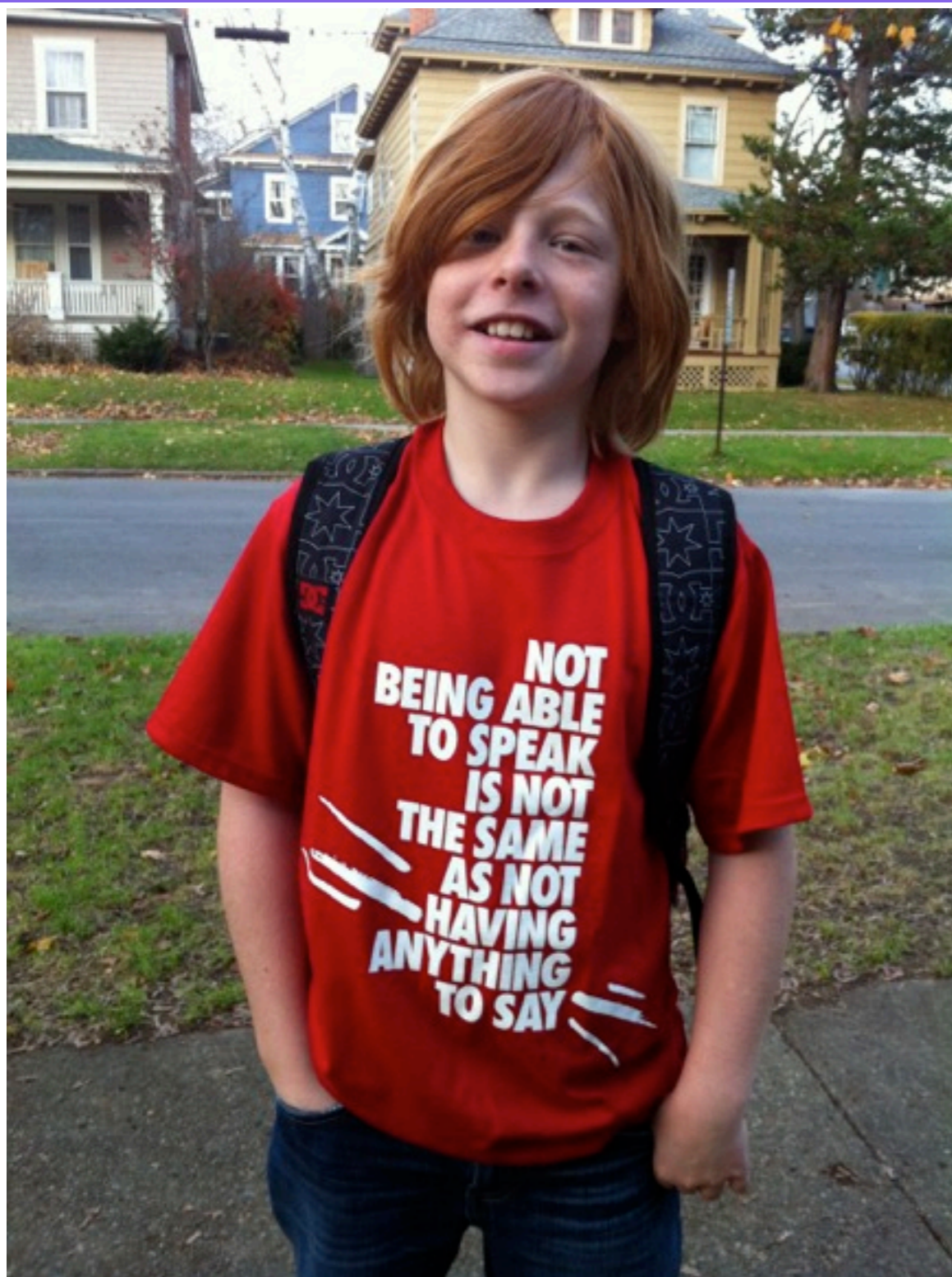
My brothers Brian and Sean

Christy Ashby, Ph.D.

- Director of the Institute on Communication and Inclusion
- Professor at SU - Inclusive Elementary & Special Education
- Research agenda
 - Inclusive Education
 - Autism and Communication
 - School Reform
 - Construction of Competence
- Former Elementary Inclusive Special Education Teacher
- Inclusion Consultant
- Parent

INSTITUTE ON
**COMMUNICATION
AND INCLUSION**
at Syracuse University

Christy



Lauren (13)

Ben (11)

Our Deepest Gratitude to...

Paula Kluth

Kelly Chandler-Olcott

Chris Kliewer

Whose work on literacy and inclusion
has deepened our thinking and is
reflected throughout this presentation.

Turn and Talk 1,2,3

- Turn to your partner and respond through typing or speaking about your favorite book
 - One word about the setting
 - Two words about the characters
 - Three words about the plot

Now, talk any way you
want about why you love
this book.

Literacy for All: Jamie Burke



This question of literacy for all is something I ponder as a question from many people who ask me how I learned to read when I was very young. In truth, I have no understandable answer for that question. I will say this, that for me, realization of the letters did not entirely connect to say that I utilized the ability to read, comprehend, and thoughtfully, without emotion, answer questions of the material.

I mean that the educational system was also a necessary and paramount system for me. I suspect that this may also be true for many others and it is paramount to offer all opportunities to learn, even though the demonstration may at first be contained in difficulties.

The emotional memories maintain the working wisdom that with your sense of true teaching, people and children of tender years can engage the process of being a decision of worth in this process we call “education.”



With two of my first teachers, David Smukler and
Emily Barrett

When I was 3 years old, I really knew the value of being able to connect the letters to the pictures. Revealing this to others, understands the importance that this can bring, and that is the system of how brains seem to connect with a sometimes complete skill to replace another that is seemingly only presenting questions with no concrete answers. This was how I remember myself and I know it is the same for many others.

This was how I felt about life in my tender years.
Life was.....



Not for a boy who had much
intelligence but no voice

For me, as a person with autism, my strength was in the visual teaching, as that teacher used her voice, I utilized my visual ability to learn as the first storage ability, and then the voiced teachings gave further support, but in a lesser strength. Visual learning was structurally a faster retrieval format for me in the tender years, and was of greater use. As I say these thoughts, of course, it is of paramount importance that you investigate which channels of information work for this person.



Therefore, once a system is identified, it can be a constant to be utilized. It is important to understand this and not be of constant travel in different methods, as it defeats the ability to store and retrieve. Also at this point in elementary education, life was not quiet. It can be hard to regulate irritation to this and can disrupt the learning of new skills. However, a simple remedy to that is to use headphones, such as noise canceling ones, that allow for comfort, connection with the visual, and importantly, inclusion in the whole.



Text

Those who are visual learners often have problems with loud colors in the classroom, which seem to oddly be fundamental to elementary years. Again, a small accommodation can make it less complicated to move through this, and the colors that can provide calmness and more absorption of material are, tans, greens and light blues.

Movement at time will help accommodate for these things not remedied as suggested, and lessons given vocally can be supported and integrated if the students can walk and ground the self to accommodate the brains need for an open pathway to vitally give a pattern to access that information in later retrieval requests.



Flow Bag



Platform Swing



Drumming

As I voice these ideas to you, of course it is a useless venture if you cannot communicate with those endeavoring to give you the knowledge. If you have a student who cannot move the thoughts in their brain to the vocal pathway, you must move them to a method of offering communication in whatever method will accommodate their system of structure.

disABLED and Proud with Judy Heuman and Doug Biklen



I ask those that teach, is it your ideal to provide what you love to teach to all who desire to learn? If so, basic steps are to presume every person able and anxious to learn, and then to strengthen the supportive systems they need to do so and to always communicate and to collaborate to vitally feel the sense of success and freedom that being a true teacher can bring.



In college, I must tell you, a very large font-size is necessary for me to be successful on tests, and I also must be in a quiet room, separate from others so that I may read the questions out loud. Multiple choice questions are difficult for my visual understanding, so one answer at time is helpful. In truth, fill in the blank answers are easier for me in the information retrieval.

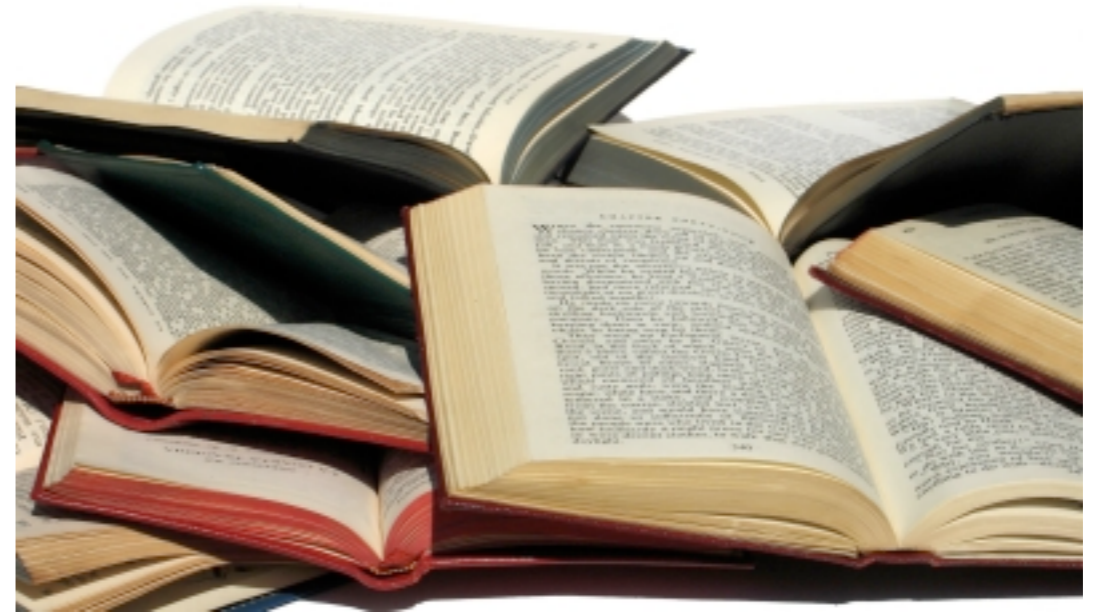
In Closing...



Monday, July 2, 12



Literacy can expand dreams—speaking on NPR...who
have dreamed it possible..



Not being able to
read out loud is not
the same as not
being able to read!

Traditional Conceptions of Literacy

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- Emphasis on spoken language and reading orally

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- Emphasis on phonemic awareness and development of sound / symbol understandings

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- Emphasis on phonemic awareness and development of sound / symbol understandings
- Assumption of logical progression through stages of reading

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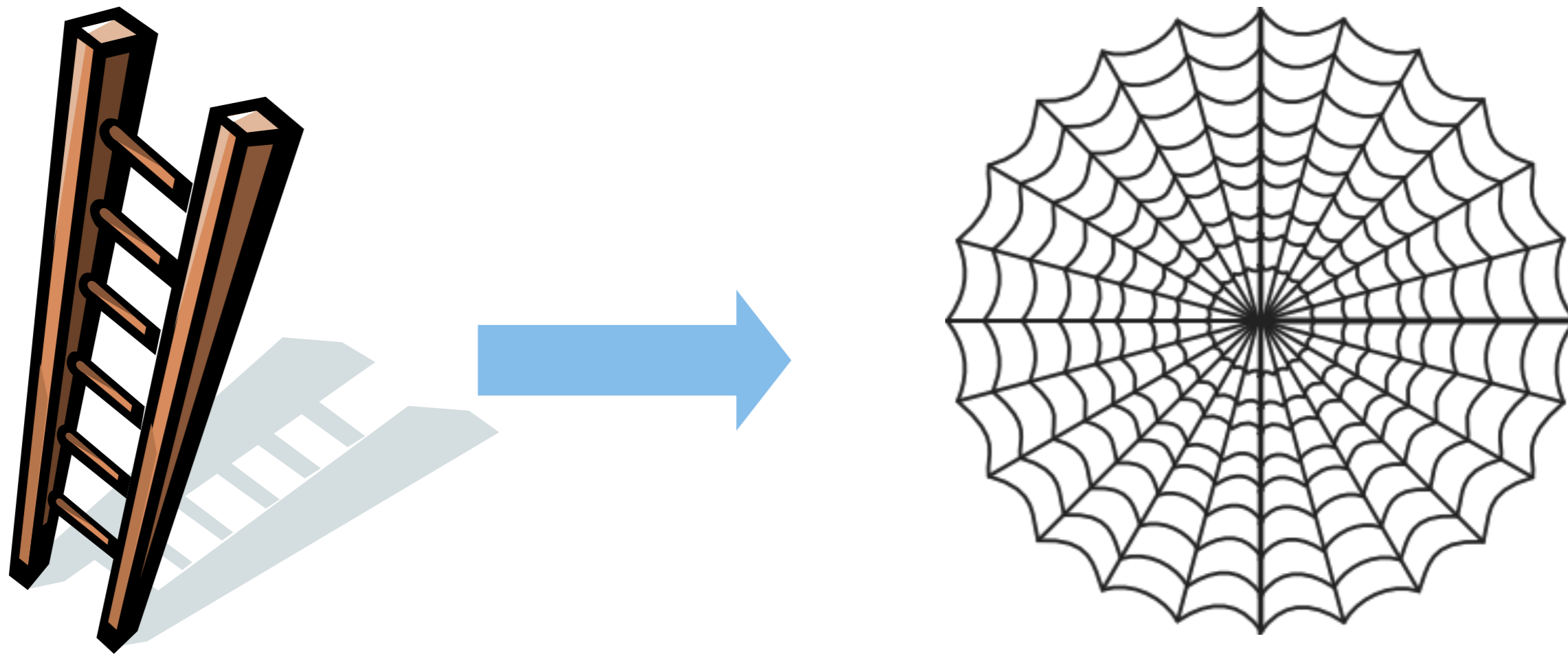
- Reading means tracking left to right and from top to bottom
- Emphasis on fluency as an indicator of ability
- Comprehension questions to determine understanding
- Have to prove reading ability to have access to rich literacy experiences

Reframing Literacy

- When did you learn to read?
- How did you learn to read?
- What were your early schooling experiences with regard to literacy?



Reframing literacy



Literacy for Students with Autism

- Marked by low expectations
- Total exclusion from literacy activities
- Focus on “Functional Curricula”

Literacy for Students with Autism

- Marked

- Total

- Focus on “Functional Curricula”

**What is more
functional than learning to
love reading and writing and to
engage meaningfully with
content and curriculum??**

More than just decoding...

- Students with and without disabilities need access to opportunities to “read, write,listen and talk about literacy” (Schmidt, Rozendal, & Greenman, 2002).
- Effective readers do more than just decode; they engage with literacy and actively construct meaning of text.
- Cummins (2007) describes the “pedagogical divide” in reading methods (McQuillan, 1998; Neuman & Celano, 2001) with evidence to show that students from high poverty states are more likely to receive phonics based instruction than students from more affluent schools (McQuilan, 1998) and less likely to have access to print at home (Neuman & Celano, 2001).
- Explicit, skills based instruction is beneficial (Ritchey, 2011), but should be supplemented and enhanced by inquiry based methods and whole language approaches (Cummins, 2007).

What are common literacy activities in schools?

What barriers are there for individuals with autism?

How could those barriers be eliminated?

Constructing Literacy Competence

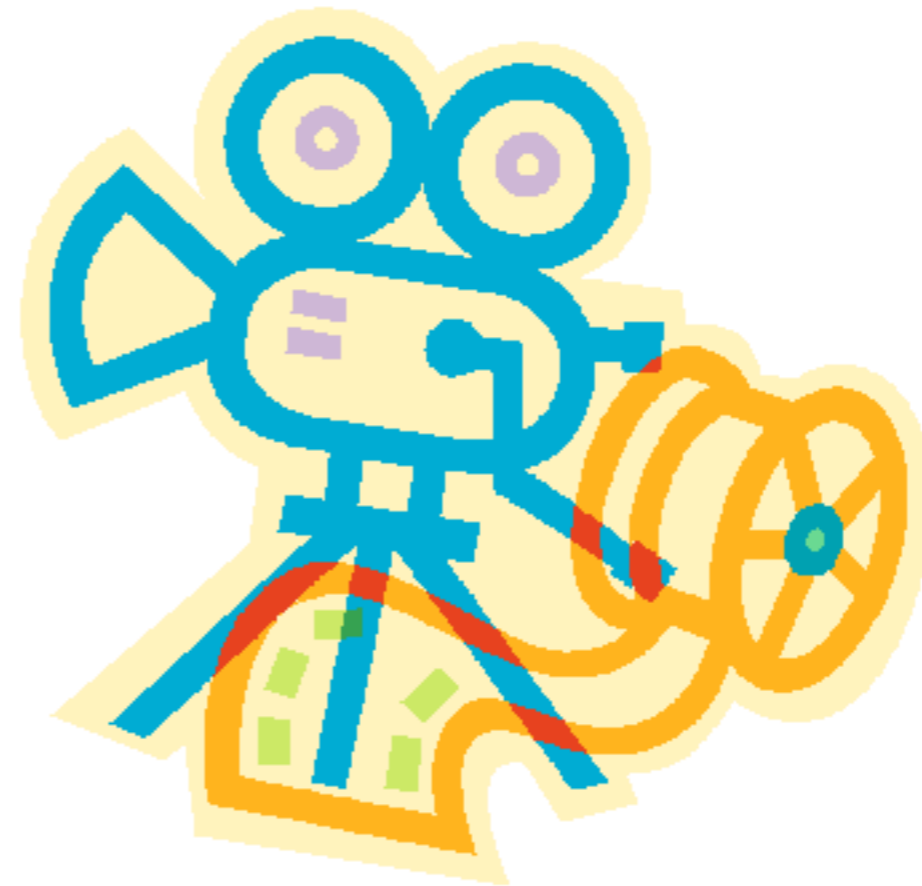


Multiple Symbol Systems/ Multiple Literacies

Recognize Multiple Literacies

- Read text
- Write text
- Tell a joke
- Act out a scene
- Illustrate a cartoon
- Point to a choice board
- have a conversation
- listen to a story





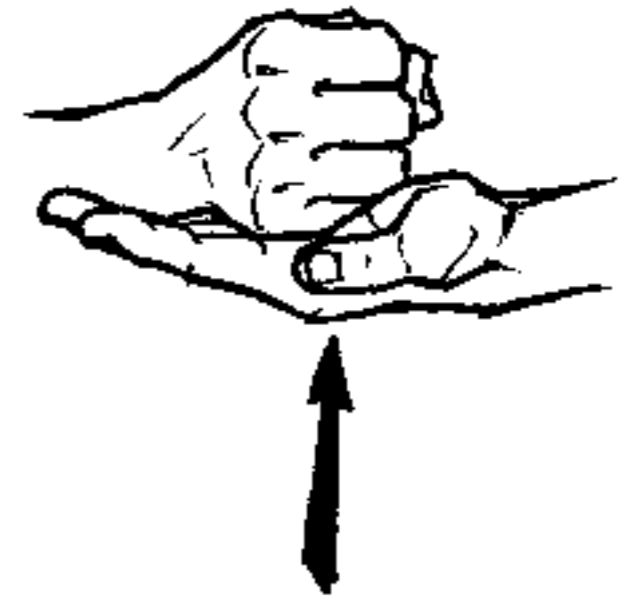


But why
didn't
you
tell
me?

© American Hell



I
thought
you
were
reading
my
blog

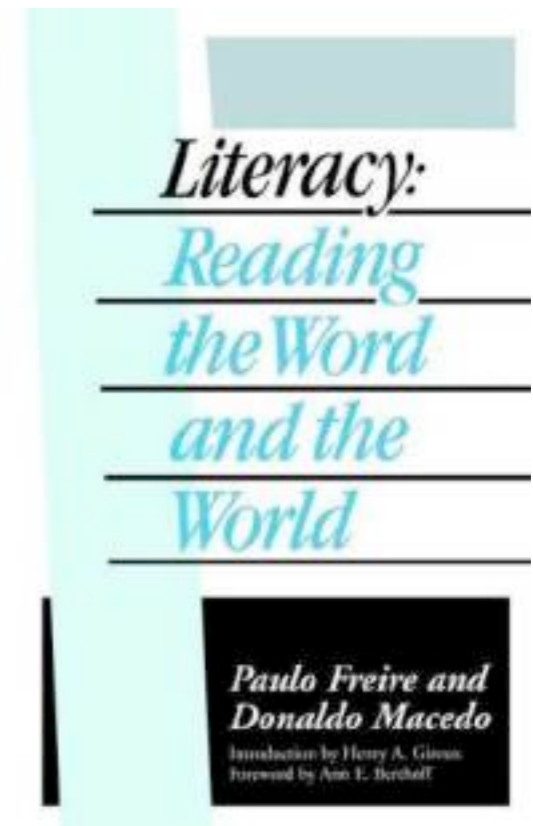




Make it Personal and
Relevant

Make it Personal/Relevant

- Culturally Relevant Teaching - Ladson-Billings; Ashton-Warner
- Pay attention to what your students pay attention to
- “Read the World and Write the World”



WE ARE



Build on Interests...
Whatever they are!

Luke Jackson

**Build on Interests...
Whatever they are!**

**Q: When is an
obsession not an
obsession?**

Luke Jackson

Build on Interests... Whatever they are!

Q: When is an
obsession not an
obsession?

A: When it's about
football!

Luke Jackson

Building on Interests

- Mr. Carlock, was my salvation. Mr. Carlock didn't see any of the labels, just the underlying talents. Even the principal had doubts about my getting through tech school. But Mr. Carlock believed in building what was within the student. He channeled my fixations into constructive projects. He didn't try to draw me into his world but came instead into my world. (Grandin, 1986, p. 82)

Just Give Him the Whale...

Or the Car wash

Or the Snake

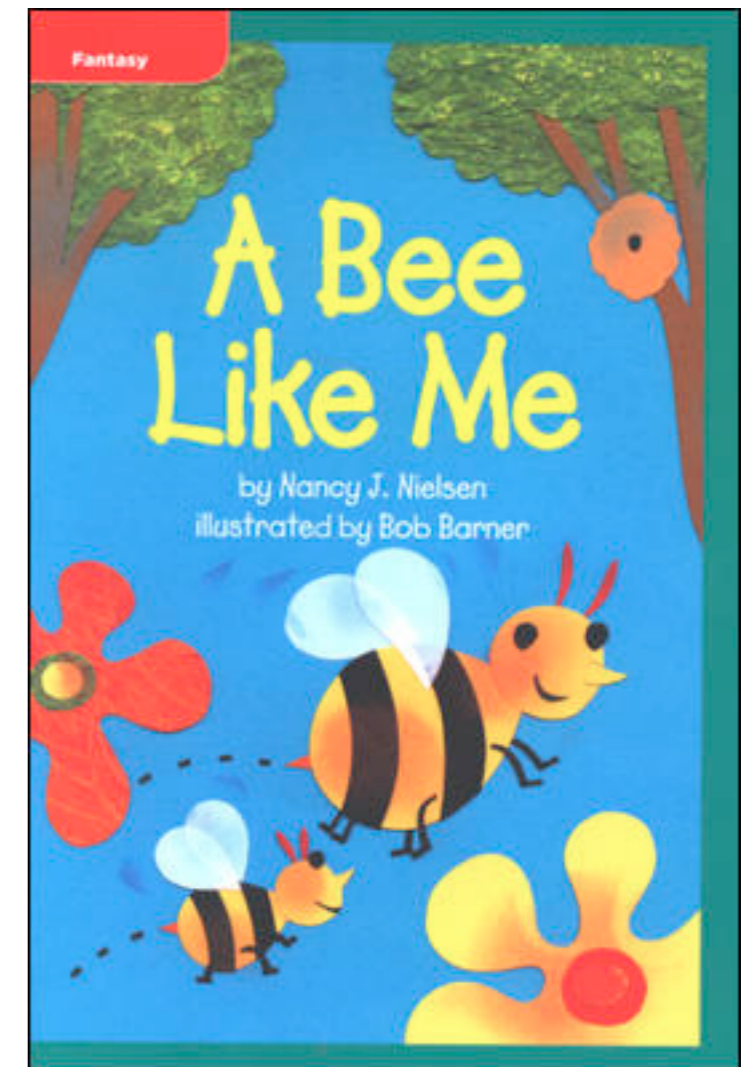
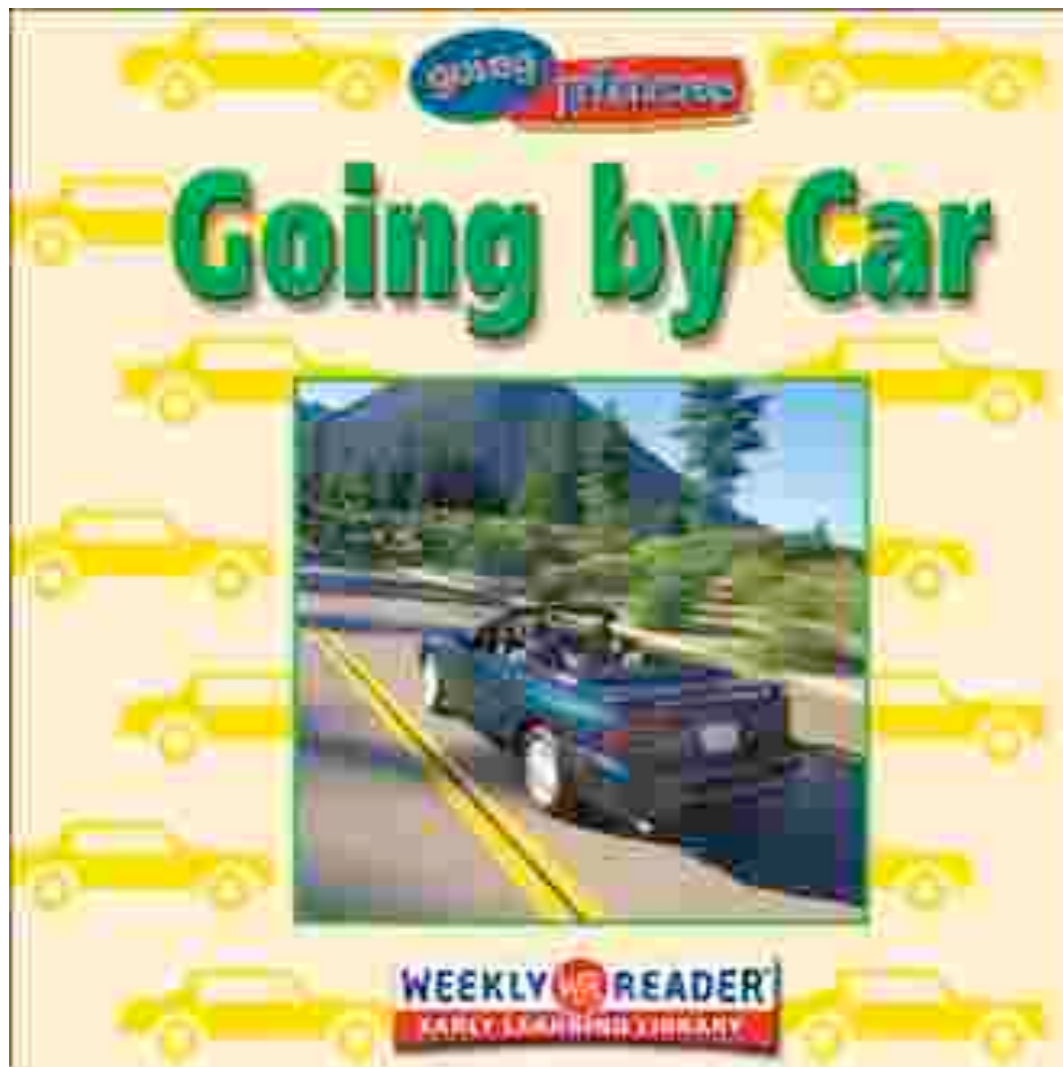
Or the Train

Use a Variety of Genres/ Kinds of Text

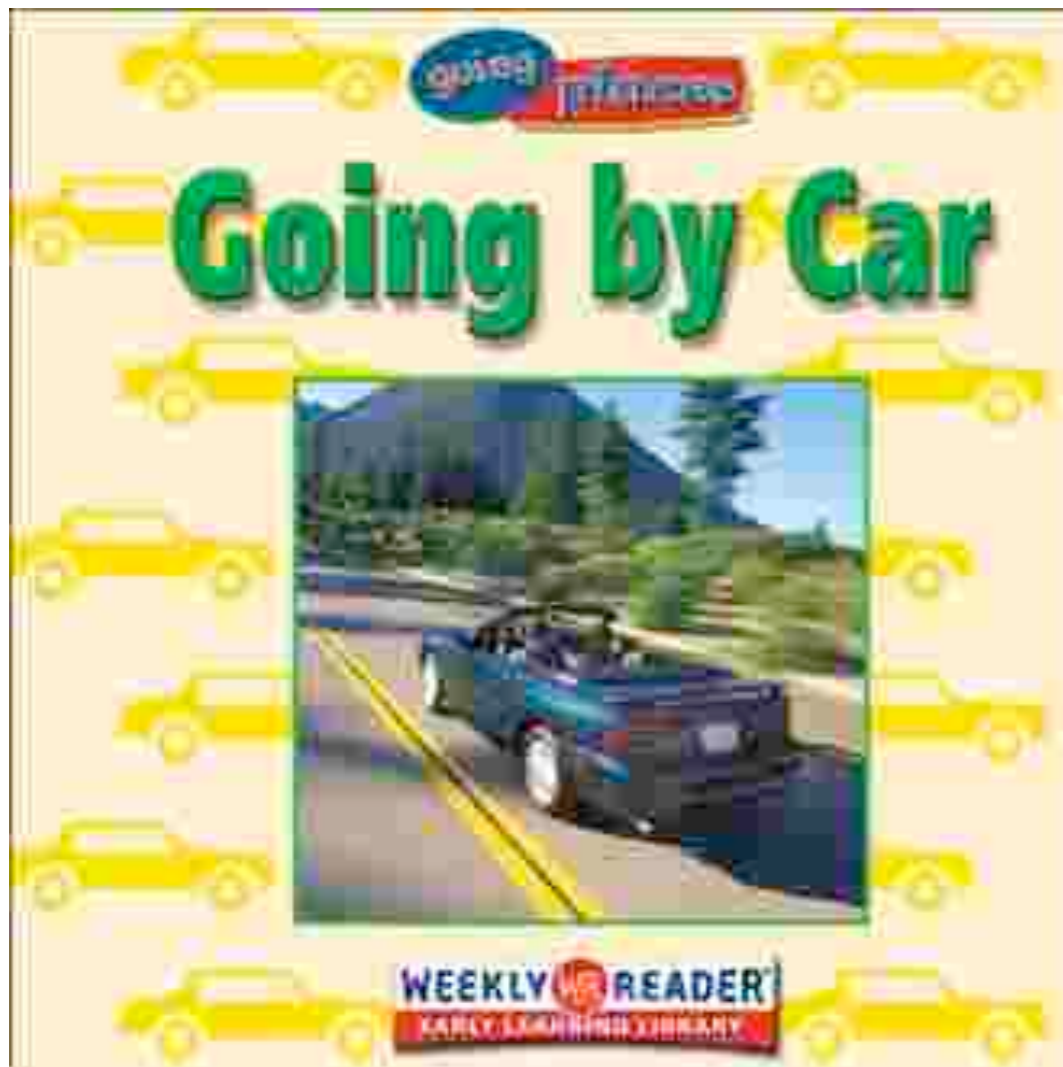
Variety of Texts/Genres

- Fiction
- Non-Fiction
- Newspapers
- Magazine
- Comic Books
- How to Manuals
- High Interest / Low Vocabulary Readers
- Plays
- Graphic Novels
- Picture Books
- Picture Books with no Text

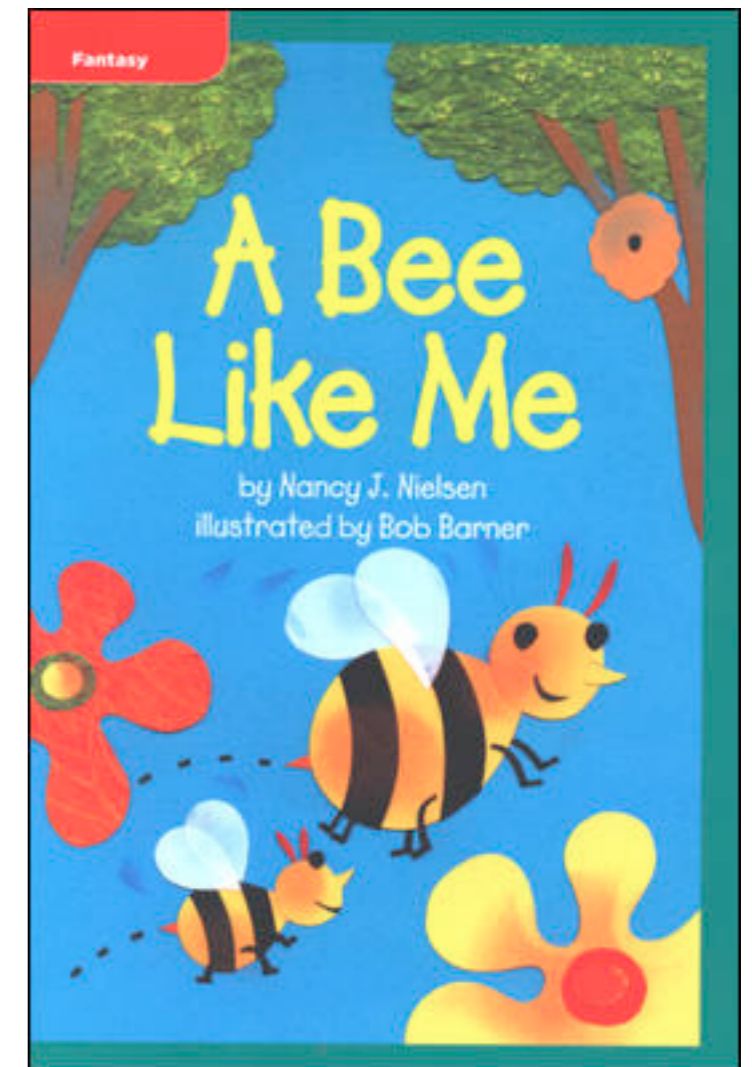
Age Appropriate Texts



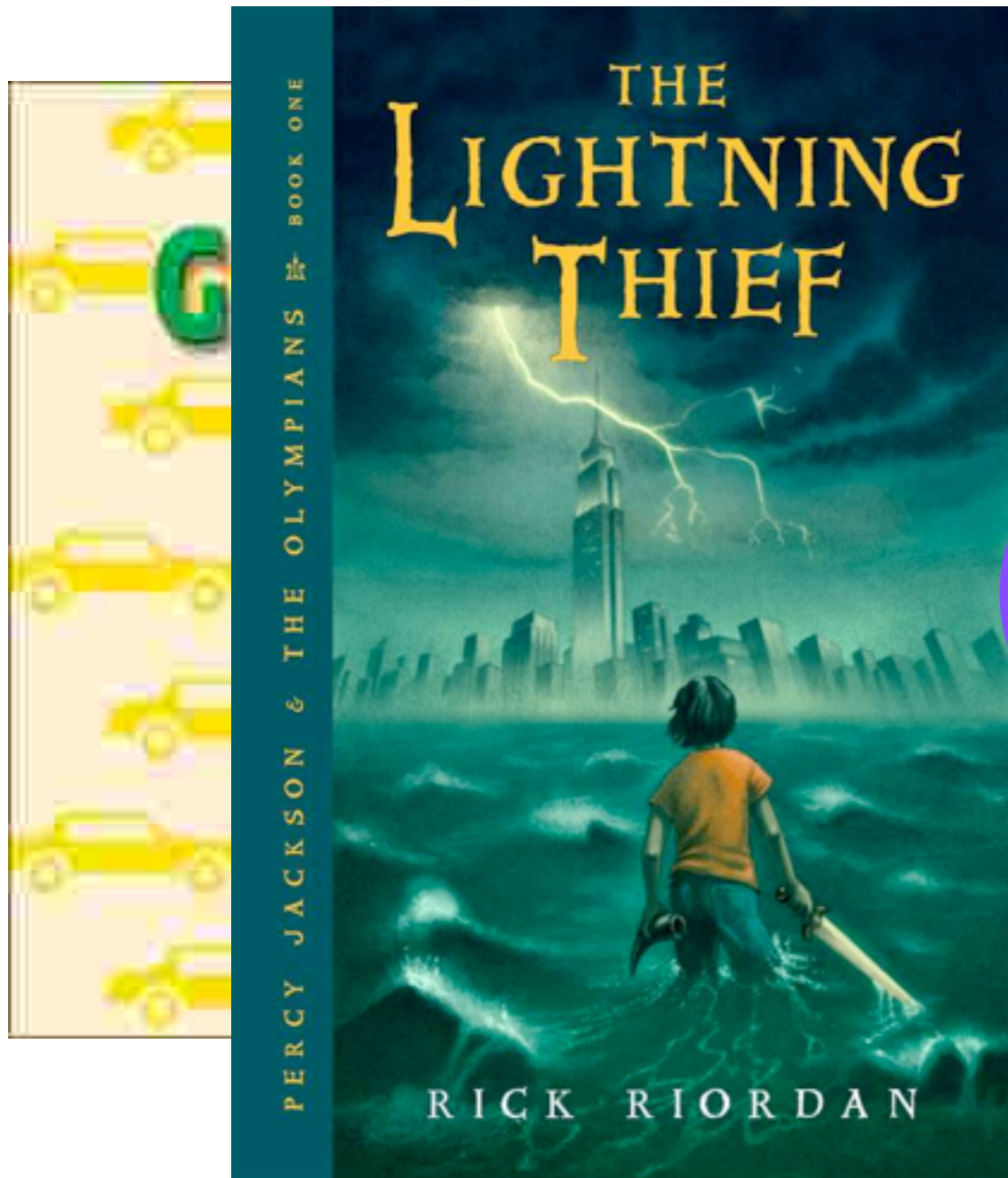
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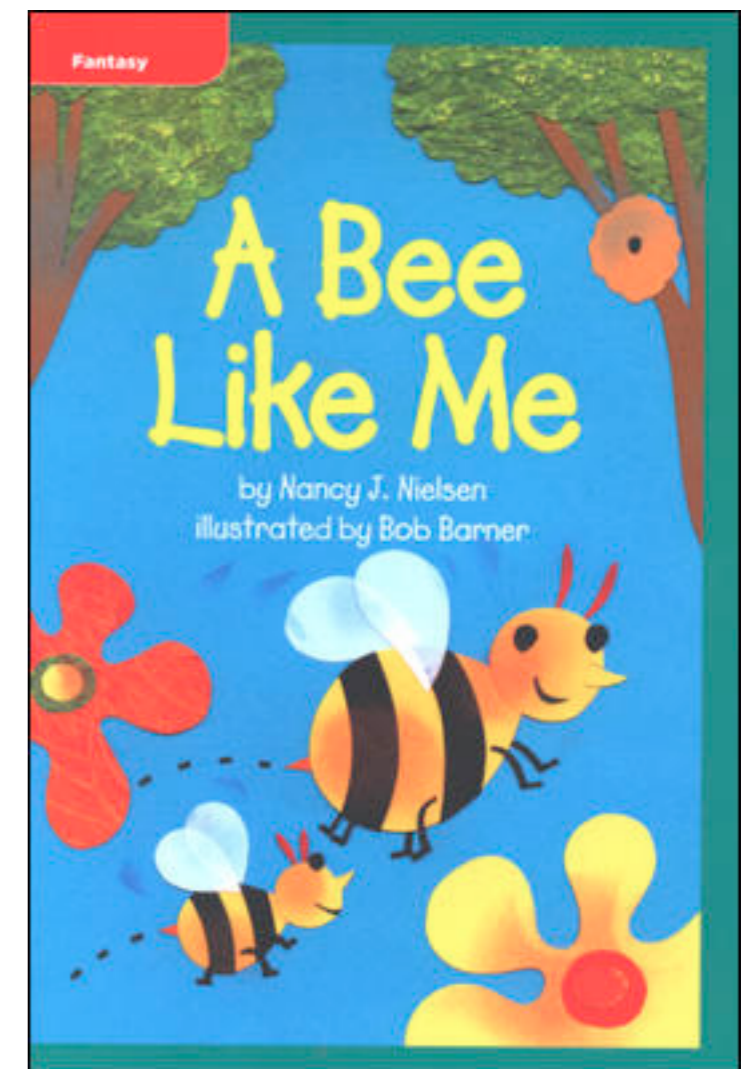
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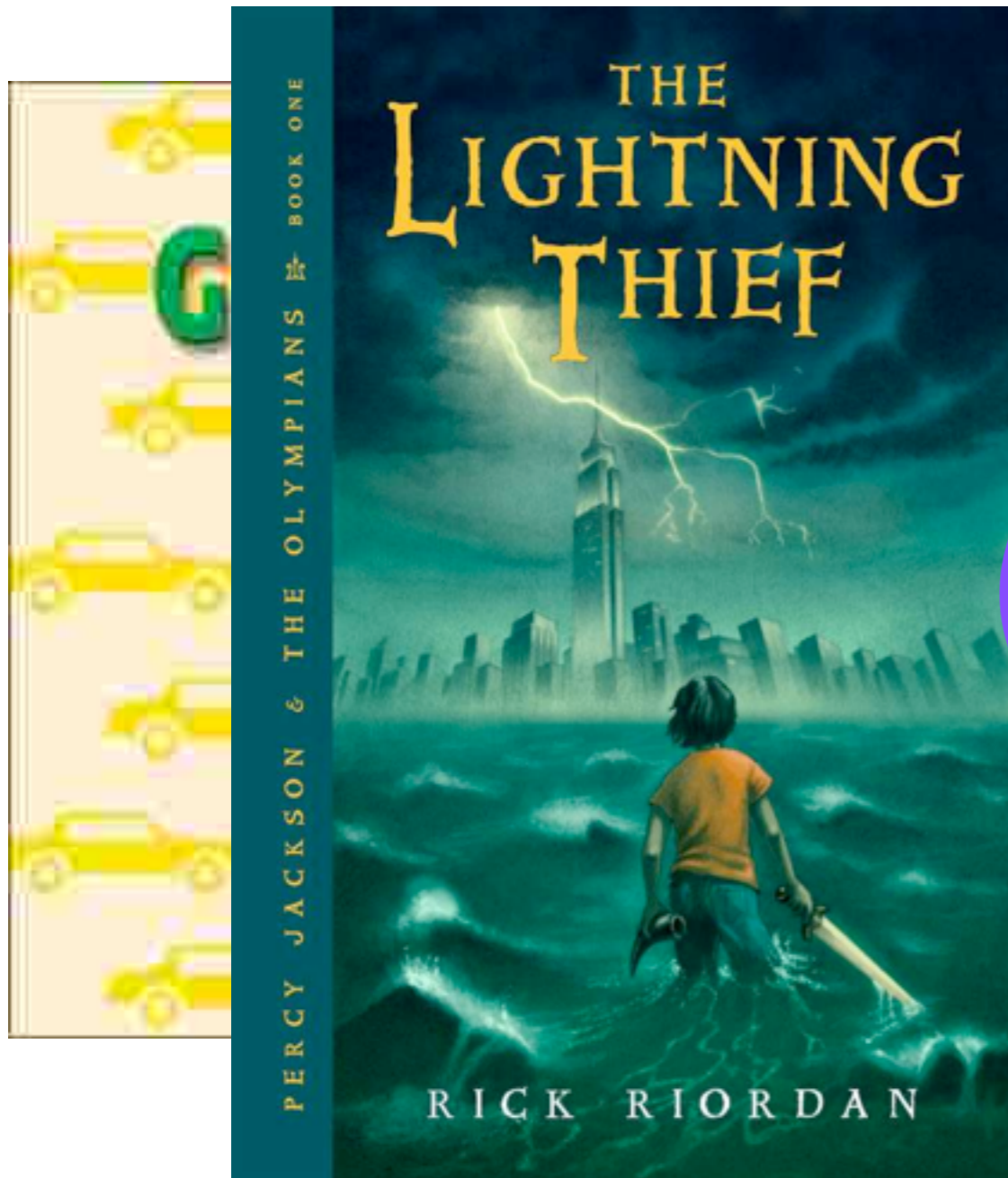
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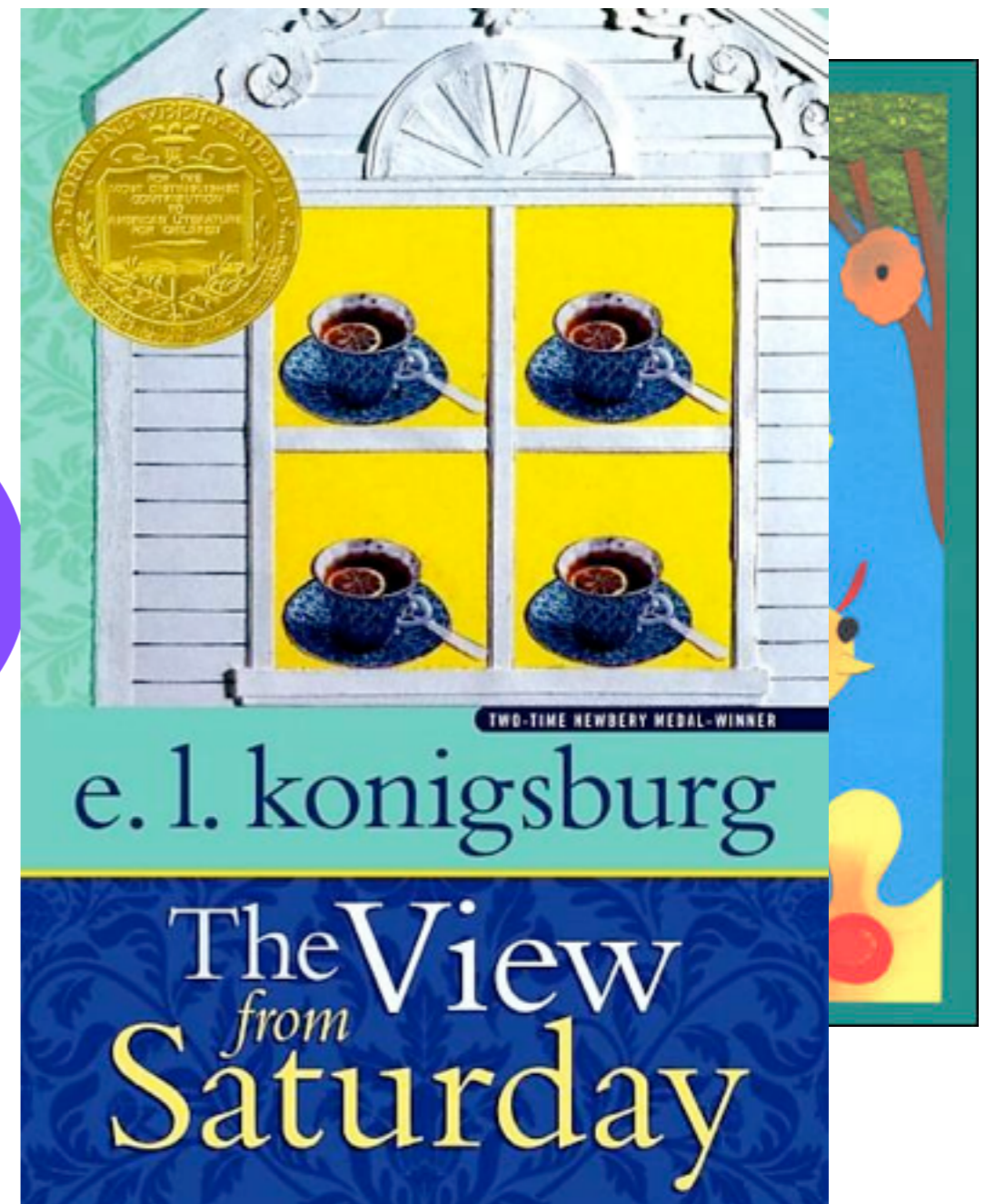
OR



Age Appropriate Texts



OR



Pick a topic, Pick a book,
Pick an activity



Pick a topic, Pick a book, Pick an activity

- With a partner
 - One person choose a topic or thing that someone could be passionate about
 - Come up with a book that touches on that topic in some way
 - Come up with an engaging activity that connects to that topic



Ask Big Questions



Ask Big Questions

- “Were the ancient Egyptians black?”
- “What is the impact of deforestation?”
- “How can we all be the cricket?”

Ask Big Questions

- “Were the ancient Egyptians black?”
- “What is the impact of deforestation?”
- “How can we all be the cricket?”

Anyone know the book I am referring to?

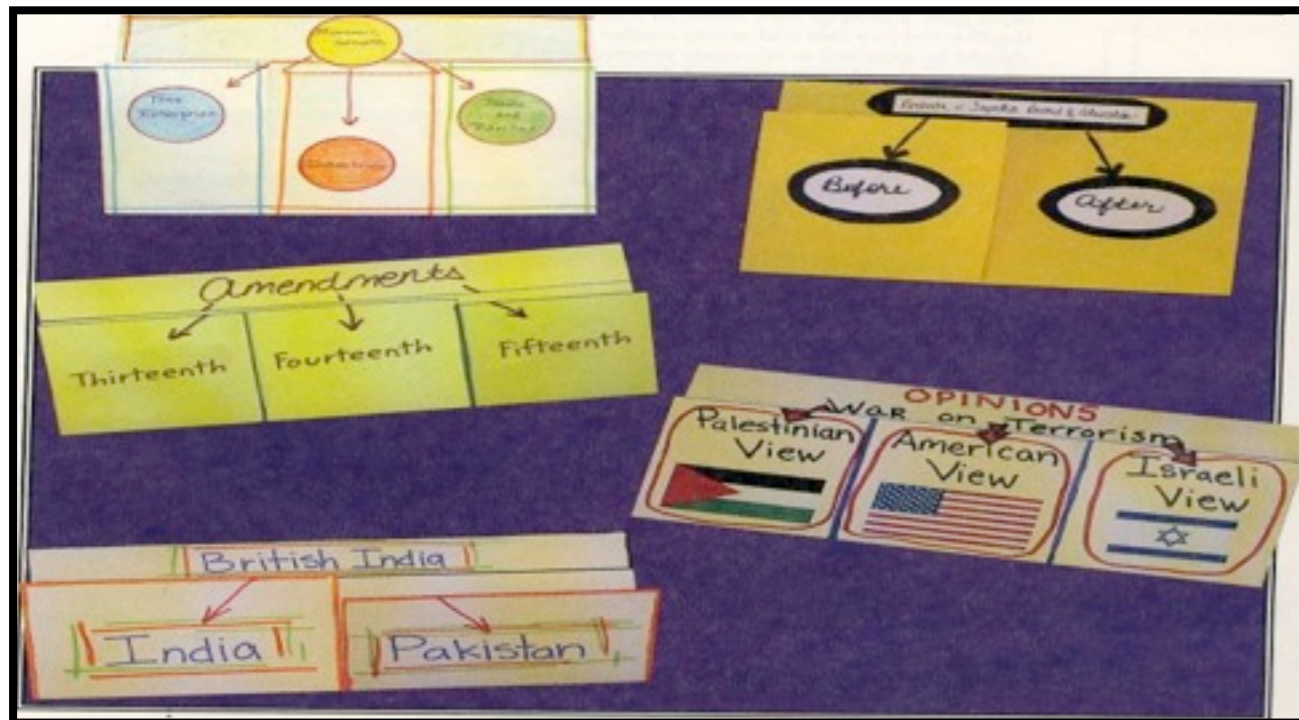
Read and Write Aloud

- Model literacy practices
- Make your thinking visible
- Teach the conventions of writing
- Demonstrate reading with inflection and fluency
- Share a passion for literacy
- Shared Reading and Reading
- Reciprocal Teaching

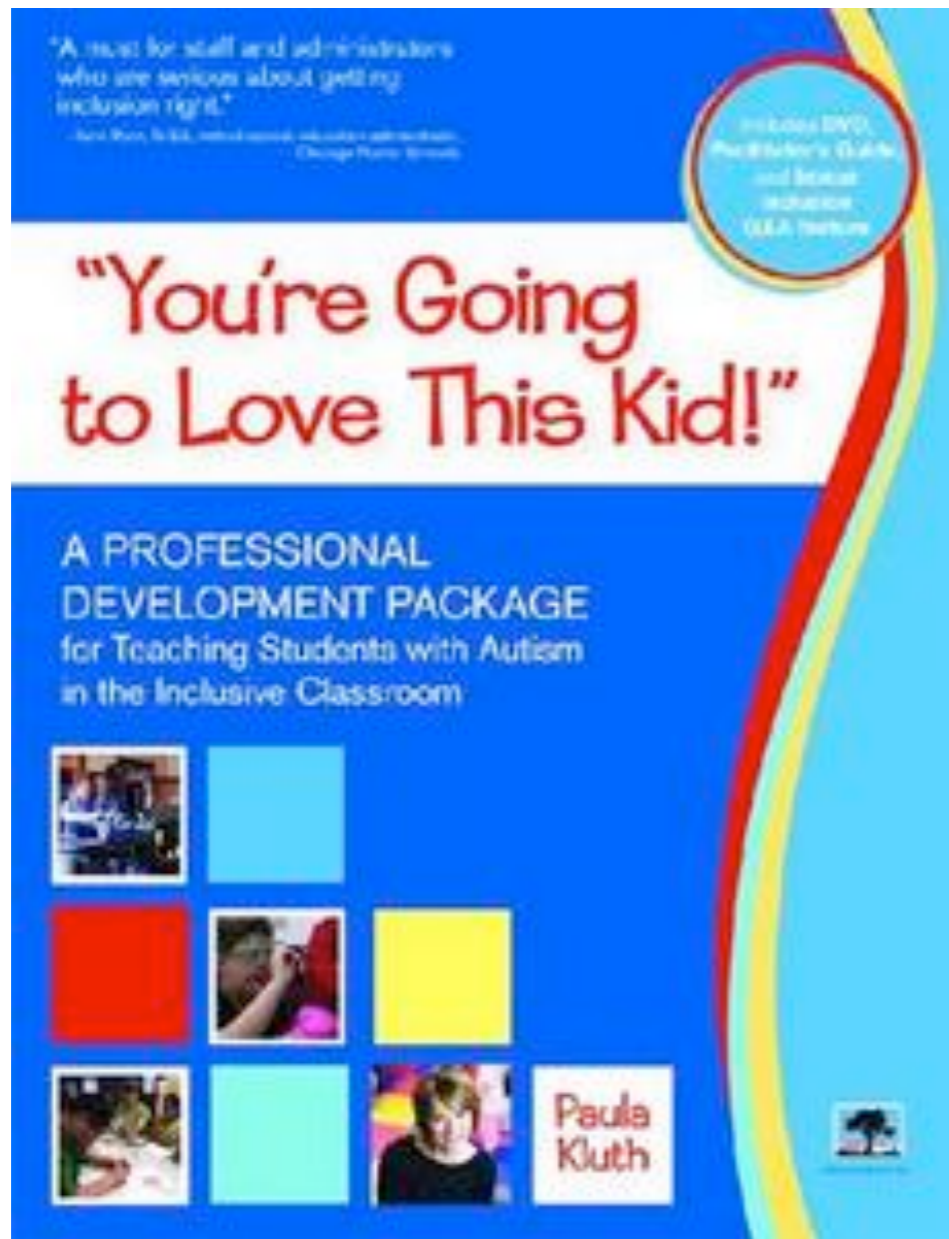
Read and Write Aloud



Use lots of Visuals!



Turn Text into Action



Getting it Off
the Page

Turning Text into Action

- Walk it to Know it
- Charades
- Response Cards
- Theater
- Make your face look the way the character is feeling
- What else???

Recognize that Literacy is
Social

Literacy is Social

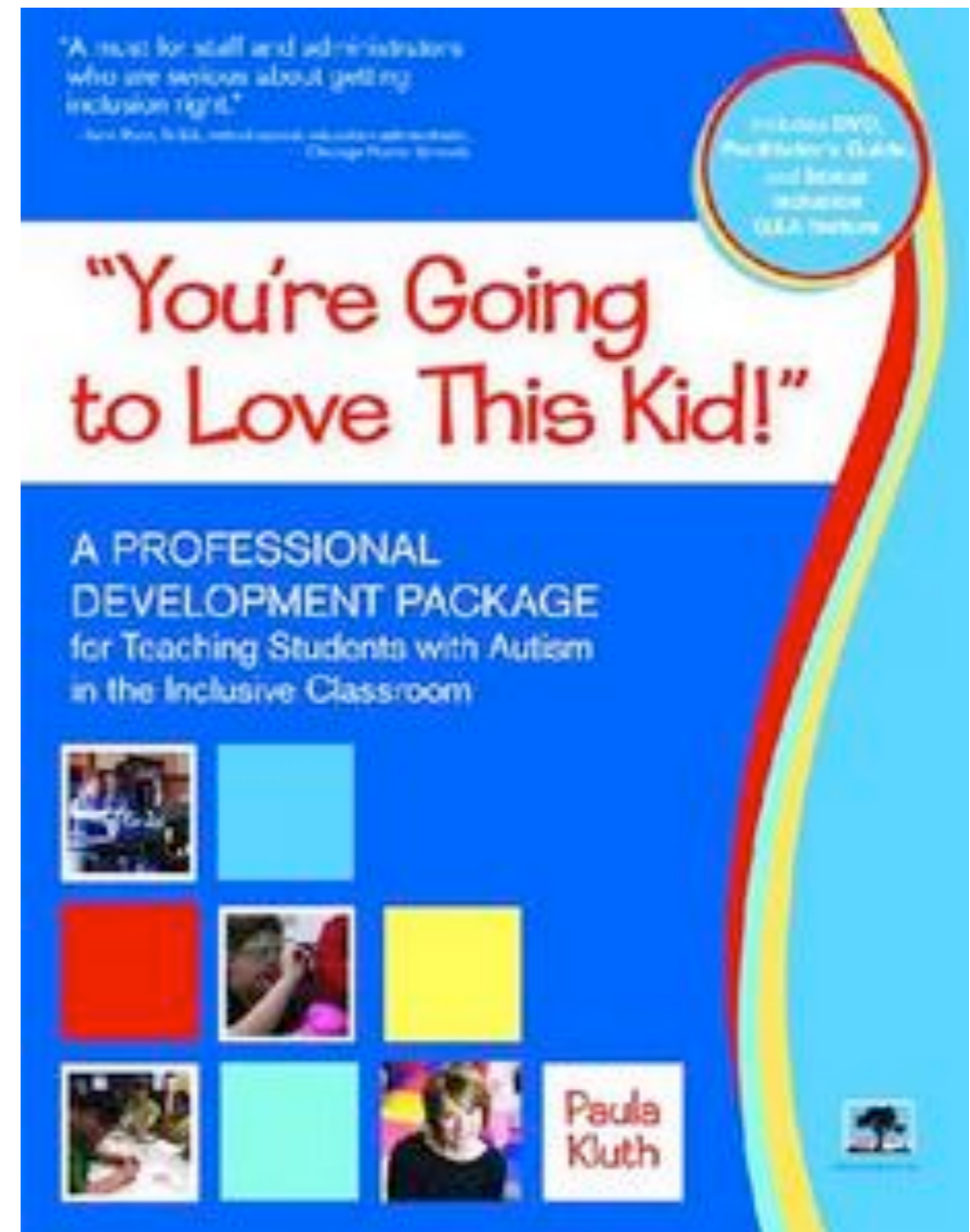
- Shared Readings
- Partner Readings
- Say Somethings
- Reading Responses
- Talk Walks
- Turn and Talks



Flexible Groupings

- Group by interest
- Group by learning style
- Group randomly
- Group by Multiple Intelligence preference
- Group by peer connections

Readers' Theater



Create Openings and Opportunities



Create Openings and Opportunities

- Provide wait time
- Work as an Advance Agent
 - “I am going to call on you for number 4”
- Sometimes give the communication aid user the last question first
- Provide an opening
 - “Jay what do you think about that?”
 - “I think Leah has something to say”



Diversity as a Resource



**SUPPORT
NEURODIVERSITY**

Diversity as a Resource

- Read first person accounts and novels that connect to disability
- Integrate disability studies content into grade level curricula
- Use the strategies and supports that help students with autism with the rest of your class
- Utilize multiple forms of communication and response in the classroom
- “Ask the Expert” Posters

Closing