

# Supporting Literacy and Inclusion for Students with Intellectual and Developmental Disabilities

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National Conference

Building Bridges: Research to  
Practice, Practice to Progress

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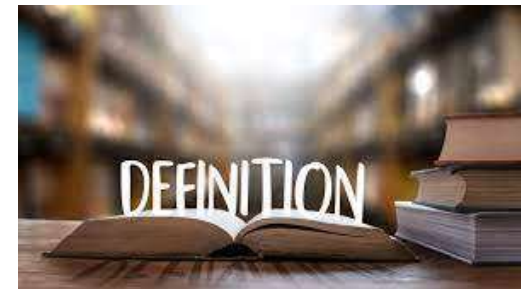


Highlight the importance of literacy instruction for students with IDD.

Provide some 'food for thought' and some concrete resources you can use to enhance literacy outcomes AND improve the quantity and quality of inclusive education.

Intellectual and developmental disabilities (IDD): Below average intelligence [2 SD] and deficits in adaptive behavior. (Previously 'mental retardation'; includes Down syndrome, autism spectrum disorders, ID)

Literacy: Reading and writing skills – broad definition includes other forms of communication (e.g., digital literacy)



# Outline

- Intro
- Literacy – Why? Possibilities?
- Research-Based Tips
- ADAPT – A tool to facilitate inclusion
- Wrap-up

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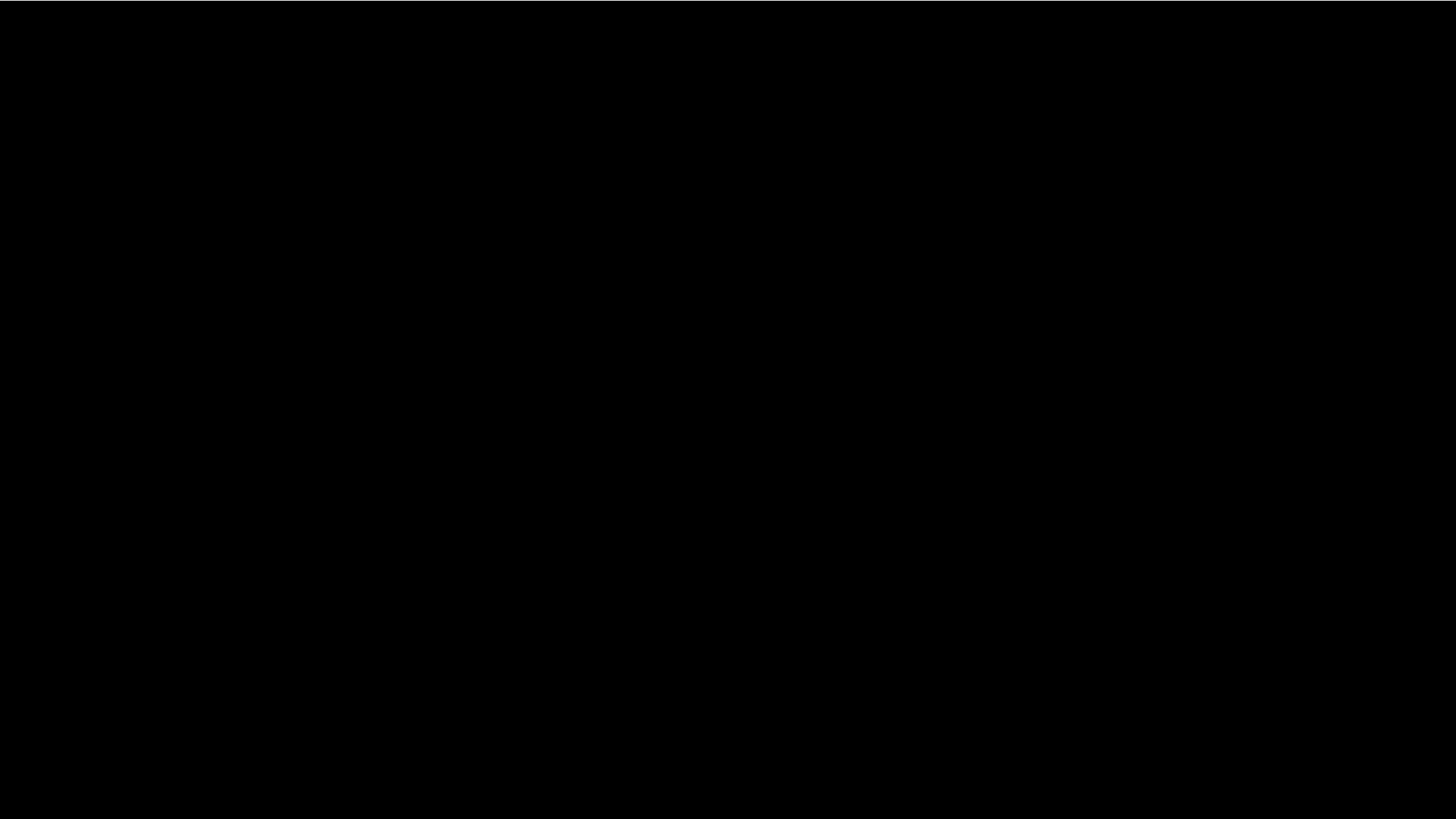
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Over past two decades, literacy instruction has shifted from functional/sight word reading to more comprehensive literacy that includes phonological awareness, phonics, and reading comprehension. (Alhgrim-Delzell & Rivera, 2015)



My team's research has demonstrated that the sky is the limit – we do not currently know how far these students can go...but, it is farther than many have expected...(Lemons et al., 2016)



Research has demonstrated that students with IDD benefit from systematic, direct literacy instruction. (Allor et al., 2014)



Enhanced literacy skills place students on a positive trajectory for post-secondary successes including employment, independence, leisure, and happiness in life. (Browder et al., 2009)

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## 10 Research-Based Tips for Enhancing Literacy Instruction for Students With Intellectual Disability

Christopher J. Lemons, Jill H. Allor, Stephanie Al Otaiba,  
and Lauren M. LeJeune

### Article

Lemons, C. J., Allor, J. H., Al Otaiba, S., & LeJeune, L. M. (2016). 10 Research-based tips for enhancing literacy instruction for students with intellectual disability. *TEACHING Exceptional Children*, 49(1), 18–30. <https://doi.org/10.1177/0040059916662202>

### Podcast

Lemons, C.J. (January, 2017). 10 research based tips for enhancing literacy instruction for students with intellectual disability. Council for Exceptional Children. Available at <http://journals.sagepub.com/page/tcx/podcasts>

## Article

# Literacy for Students With Severe Developmental Disabilities

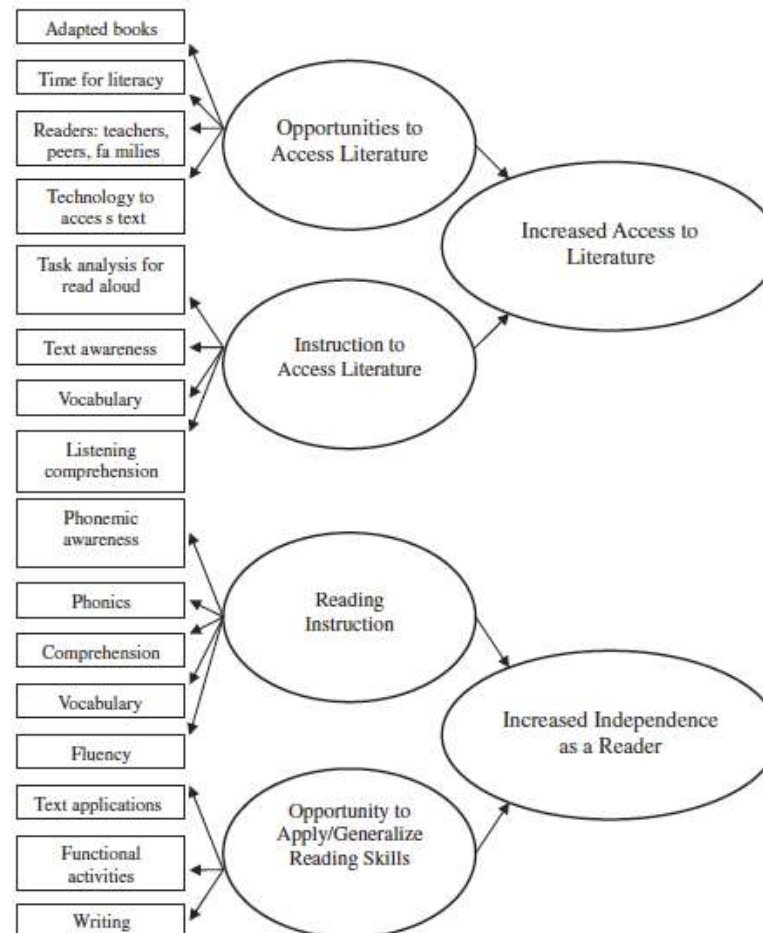
## What Should We Teach and What Should We Hope to Achieve?

Diane Browder  
Susan Gibbs  
Lynn Ahlgrim-Dezell  
*University of North Carolina at Charlotte*

Ginevra R. Courtade  
*West Virginia University*

Maryann Mraz  
Claudia Flowers  
*University of North Carolina at Charlotte*

**Figure 1**  
**Model of Literacy for Students With Severe Developmental Disabilities**



# 10 Research-Based Tips

- Keep big picture goals in mind.
- Current level and meaningful, measurable goals.
- Explicit, systematic instruction.
- Provide instruction with sufficient intensity.
- Professional development.
- Language skills as a foundation.
- Scaffold working memory.
- Target specific elements of scope-and-sequence.
- Use data to guide instruction and adaptation.
- Involve service providers and family members.



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# Keep Big-Picture Goals in Mind



Where are we going in the long-term (post-secondary)?

Are we increasing independence AND access to literature? (See Browder et al., 2009)

How does instruction change from elementary to secondary?

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# Set Meaningful, Measurable Goals



What are the student's current skills/strengths?

What are the next essential skills to learn?

What data sources will be used to evaluate strengths, areas of need, and progress?

Great resources!



<https://fndusa.org/>



**Reading: Foundational Skills**

► **Introduction for K-5**

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

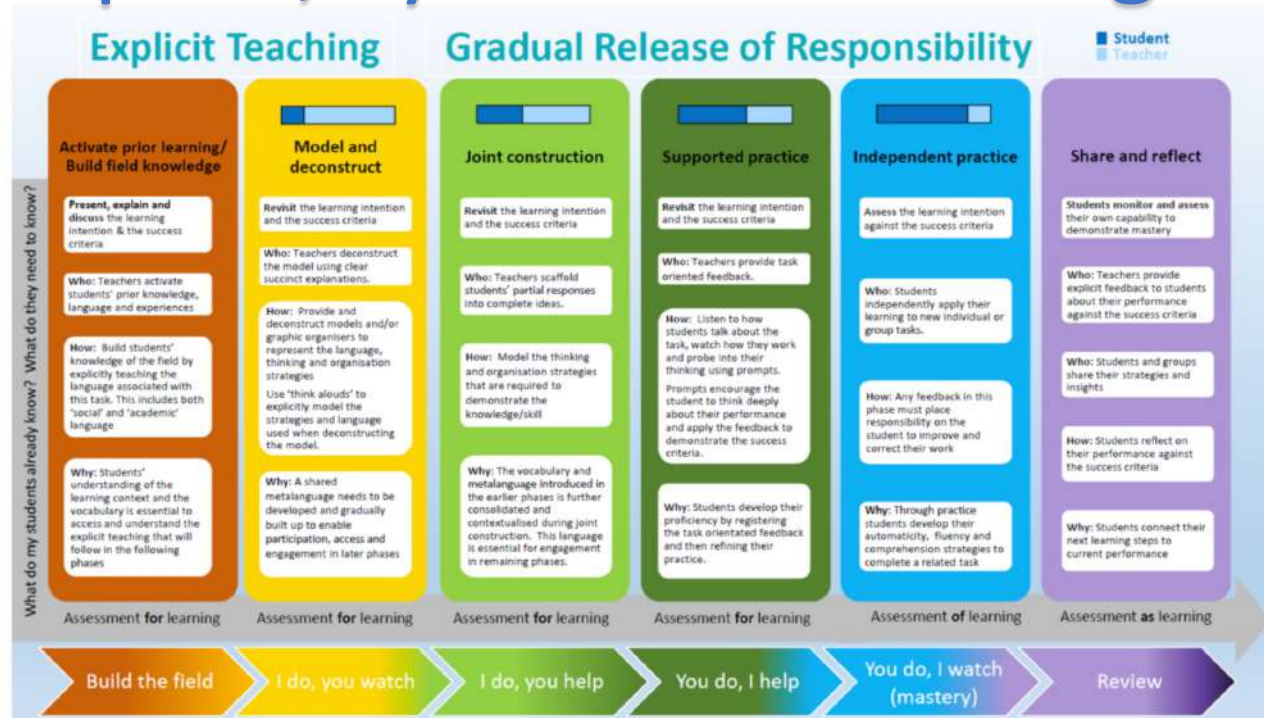
<http://www.corestandards.org/ELA-Literacy/RF/introduction/>

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# Provide Explicit, Systematic Reading Instruction



See: <https://failthinklearn.wordpress.com/2020/08/17/explicit-teaching-gradual-release-of-responsibility-model/>

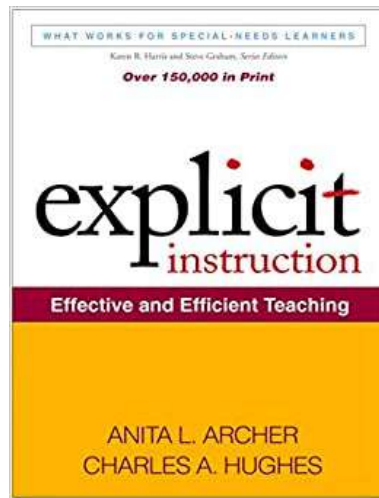
The most efficient, effective, research-based approach to instruction.

I do, We do, You do!

Successful teachers model, provide guided feedback, and slowly release responsibility to students.



Great resources!



<https://explicitinstruction.org/>

## Intensive Intervention Course Content: Features of Explicit Instruction

## National Center on **INTENSIVE INTERVENTION**

at American Institutes for Research ■

**Modules 5-8: Features of Explicit Instruction Course Content**



**MODULE 5: MODELING AND  
PRACTICING TO HELP STUDENTS  
REACH ACADEMIC GOALS**



**MODULE 6: SUPPORTING  
PRACTICES: USING EFFECTIVE  
METHODS TO ELICIT FREQUENT  
RESPONSES**



**MODULE 7: SUPPORTING  
PRACTICES: PROVIDING IMMEDIATE  
SPECIFIC FEEDBACK AND  
MAINTAINING A BRISK PACE**



**MODULE 8: EVALUATING USE OF  
EXPLICIT INSTRUCTION TO  
SUPPORT STUDENTS' ACADEMIC  
NEEDS**

<https://intensiveintervention.org/training/course-content/explicit-instruction>

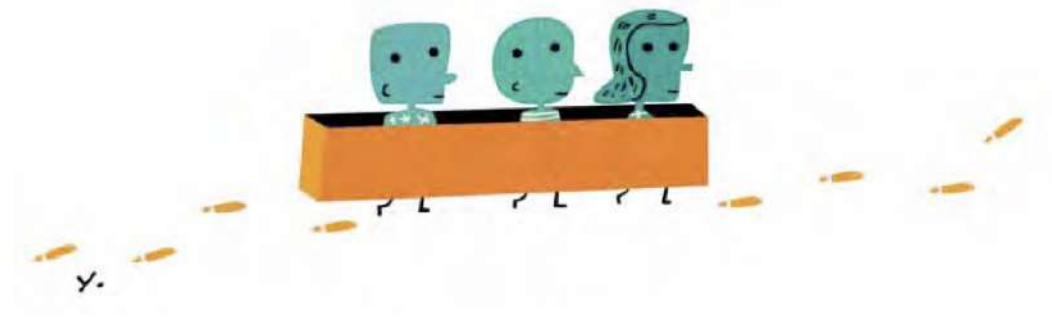


Great resources!

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# Principles of Instruction

Research-Based Strategies That All Teachers Should Know



See Rosenshine, 2012

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

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# Seek Out Professional Development Opportunities



To individualize and intensify, you need to deeply understand reading development.

Explore opportunities to engage in research.

Form a Professional Learning Community in your school or district.

Great resources!

National Center on  
**INTENSIVE INTERVENTION**

at American Institutes for Research ■

## Intensive Intervention in Reading Course Content



**MODULE 1: INTRODUCTION TO  
INTENSIVE INTERVENTION IN  
READING**



**MODULE 2: ESSENTIAL  
COMPONENTS OF READING**



**MODULE 5: DIAGNOSTIC AND  
MASTERY ASSESSMENT IN READING**



**MODULE 6: QUALITATIVE  
ADAPTATIONS FOR TEACHING  
WORD READING**



**MODULE 3: INTERVENTION  
PROGRAMS FOR READING**



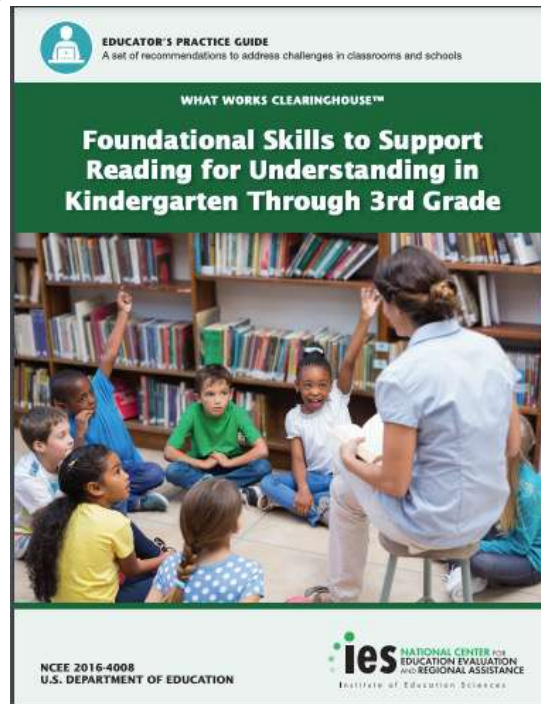
**MODULE 4: HOW DOES PROGRESS  
MONITORING AND INSTRUCTIONAL  
DECISION MAKING WORK WITHIN  
READING?**



**MODULE 7: QUALITATIVE  
ADAPTATIONS FOR TEACHING  
COMPREHENSION**

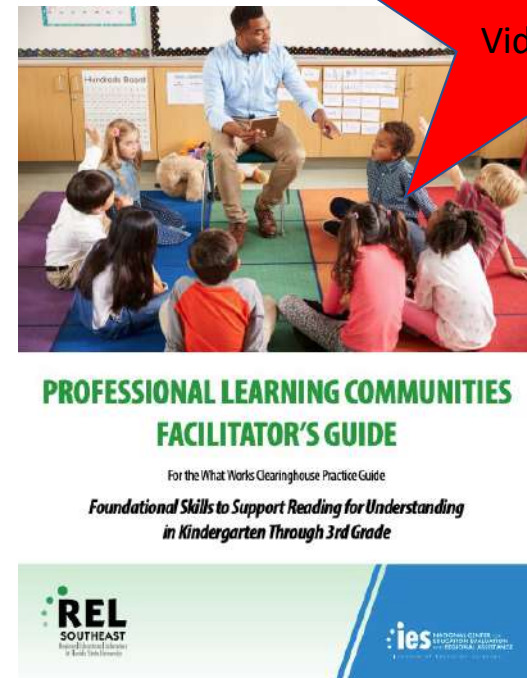
<https://intensiveintervention.org/training/course-content/intensive-intervention-reading>

Great resources!



<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

Videos!



<https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp>

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# Involve Service Providers and Family Members



SLPs are amazing literacy supports! Other service providers can also help!

Keep family work focused on fun and generalization.

Co-plan goals, activities, communication, and DATA.

**Figure 2. Tips for Families**

**Review data from the school to understand your child's current strengths and areas of need.**

- Consider your goals for next steps of progress. Share these with your child's teachers and members of the IEP team.
- Remember that reading is very important, but it is one of many aspects of your child's education.

**As students get older, consider postsecondary needs and target independence, employment, and social aspects (friends, leisure).**

**Work with school personnel to plan specific goals, services to meet these goals, data that will be shared to monitor progress toward goals, and the location of services that will ensure goals can be appropriately targeted.**

- Remember that, sometimes, inclusive settings are less intensive than other options.
- Ask how other service providers (e.g., SLP, behavior specialist) can support reading.

**If you don't understand, ask questions!**

- You are a critical member of the IEP team and understanding goals and services is necessary for you to be involved.
- Ask for information to be explained in simpler language if IEP members are using terms that you do not understand.
- Scheduling a meeting or phone call with your child's special education teacher to review information to be discussed prior to the IEP meeting may be helpful.

**Request for guidance from teachers on how you can support instruction at home.**

- Don't overdo it.
- Keep reading time with you fun!
- Spend more time on increased access to literature (reading aloud, language support, discussion of stories).
- For more basic skills (e.g., letter sounds, word reading, fluency), your role should be more practice than primary instruction.



# Literacy Instruction and Support Planning Tool

<p><b>Directions:</b> Review Tips 1 and 2 (Section A). Use the Discussion Points to facilitate discussions. Complete Sections C through F. Then, review Tips 3 through 10 (Section B) and use the additional Discussion Points to focus conversation around planning appropriate Specially Designed Instruction and supports to increase the student's reading abilities and access to literature.</p>		
	<u><b>Tips</b></u>	<u><b>Discussion Points</b></u>
<b>Section A: Focus on instructional planning</b>	1. Keep big picture goals in mind as you plan.	<input type="checkbox"/> Consider broad goals for student over next few years. <input type="checkbox"/> Discuss post-secondary goals. <input type="checkbox"/> Review alignment of reading goals with broader goals. <input type="checkbox"/> Consider instructional balance between learning to read and functional reading. <input type="checkbox"/> Discuss ways to incorporate student's interests and priorities into reading instruction.
	2. Ensure you have a clear picture of the student's current level of functioning and set meaningful, measurable goals.	<input type="checkbox"/> Summarize student's current strengths in reading. <input type="checkbox"/> Consider next areas of instructional focus. <input type="checkbox"/> Develop measurable, meaningful goals for each targeted skill.
<b>Instructional delivery</b>	3. Provide explicit, systematic reading instruction.	<input type="checkbox"/> Select the reading program to be used with the student. <input type="checkbox"/> Review the level of explicit and systematic instruction in reading program. <input type="checkbox"/> Consider possible adaptations. <input type="checkbox"/> Review need for possible curriculum supplements.
	4. Provide instruction with sufficient intensity to accomplish goals.	<input type="checkbox"/> Consider the alignment between instructional intensity and ability to obtain intended outcomes. <input type="checkbox"/> Consider whether plan includes a sufficient amount of direct instruction from a highly qualified instructor. <input type="checkbox"/> Discuss potential changes needed to obtain outcomes.
	5. Seek out professional development opportunities to deepen understanding of the complex process of learning to read.	<input type="checkbox"/> Review professional development needs to ensure delivery of high quality reading instruction. <input type="checkbox"/> Discuss available PD opportunities. <input type="checkbox"/> Outline steps necessary to ensure PD is obtained.

# Literacy Instruction and Support Planning Tool

## Literacy Instruction and Support Planning Tool (p.2)

<b>Section C: Instructional emphasis:</b> Review Tip #1. Select a level that indicates the balance between functional reading and learning how to read for the student.		<b>Section D: Student interests:</b> List interests and personal goals related to reading instruction.	
<input type="checkbox"/> 5 = Primarily functional, minimal how to <input type="checkbox"/> 4 = Majority functional, moderate how to <input type="checkbox"/> 3 = Balance between functional and how to <input type="checkbox"/> 2 = Majority how to, moderate functional <input type="checkbox"/> 1 = Primarily how to, minimal functional	Across all levels: Access to age-appropriate literature (narrative and informational) through read-alouds and independent text reading	<div style="position: relative; height: 200px;"> <div style="position: absolute; top: 0; right: 0; transform: rotate(45deg);">             'Functional reading' focus           </div> <div style="position: absolute; bottom: 0; left: 0; transform: rotate(-45deg);">             'How to read' focus           </div> </div>	1. 2. 3. 4. 5.
<b>Section E: Instructional priorities, supports, and access opportunities:</b> Review Tip #2. Rank the need to prioritize each of the following when developing reading goals and instructional plans for the student.			
<b>Increasing Independence as a Reader</b>		<b>Key:</b> 1 = Not a priority at this time. 2 = Low priority. 3 = Moderate priority. 4 = High priority. 5 = Very high priority.	
<b>Instructional priorities for reading instruction</b>	<b>Priority level</b>	<b>Opportunities to apply &amp; generalize skills</b>	<b>Priority level</b>
Phonemic awareness (Increasing student's ability to hear and manipulate sounds in spoken language.)	1 2 3 4 5	Text applications (Instruction and support is needed for generalization of reading skills to novel texts.)	1 2 3 4 5
Phonics (Increasing student's knowledge of sound-symbol correspondences.)	1 2 3 4 5	Functional activities (Instruction and support is needed for generalization of reading skills into functional activities [e.g., menus, newspapers, weather reports, directions].)	1 2 3 4 5
Comprehension (Increasing student's ability to understand independently read texts.)	1 2 3 4 5	Writing (Instruction and support is needed to extend generalization of reading skills into writing, including options to select pictures, phrases, etc. for students who are not yet writing.)	1 2 3 4 5
Vocabulary (Increasing student's knowledge of written words and ability to determine meanings of unknown written words.)	1 2 3 4 5		
Fluency (Increasing student's ability to read text with appropriate pacing, accuracy, and prosody.)	1 2 3 4 5		

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# What does ADAPT stand for?

A – Ask What am I requiring the student to do?

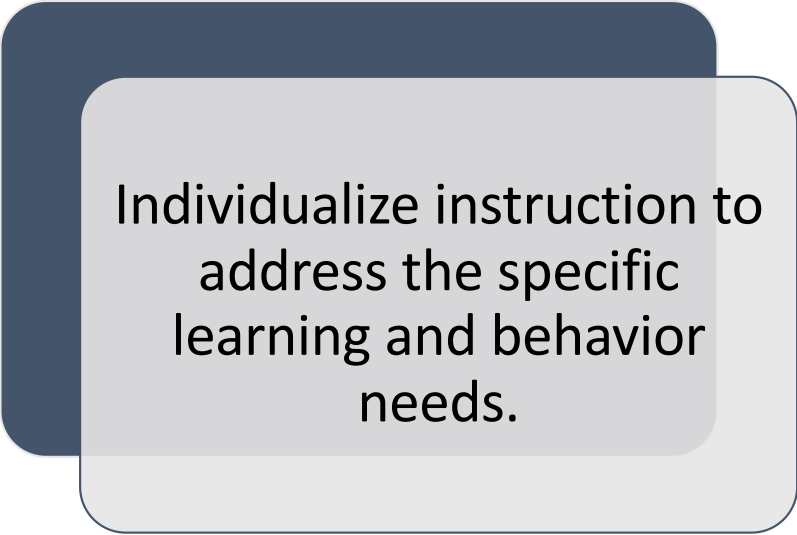
D – Determine the prerequisite skills of the task

A – Analyze the student's strengths and struggles

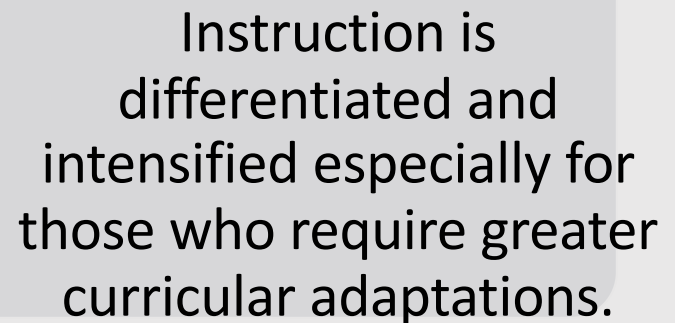
P – Propose and implement adaptations

T – Test to determine if adaptations helped

## How can ADAPT help address specific learning needs of your students?



Individualize instruction to address the specific learning and behavior needs.



Instruction is differentiated and intensified especially for those who require greater curricular adaptations.

Adaptations share  
three characteristics

Individualized,  
focused on strengths

Relevant to lesson's  
objective

Effective in helping  
student learn content

ASK



What am I requiring the student to do?



Identify the setting specific demands that are typical of the core curriculum – content taught in GE classrooms.

## DETERMINE



The prerequisite skills to complete the task



Task can be broken down to identify **specific** prerequisite skills.



This is an important step because it is the basis for the remainder of the framework.



## ANALYZE



The student's strengths and struggles



This means identifying if each of the prerequisite steps are a strength or a struggle.



Use assessment strategies to make this determination.

# PROPOSE

Implement Adaptations from  
four instructional categories :

Content includes the content,  
standards and curriculum

Material textbooks, hardware,  
software used

Delivery is the way the  
activity is taught including  
grouping strategies,  
instructional steps,  
presentation and practice  
options and student activities

Activity is the lesson used to  
teach the concept or content.

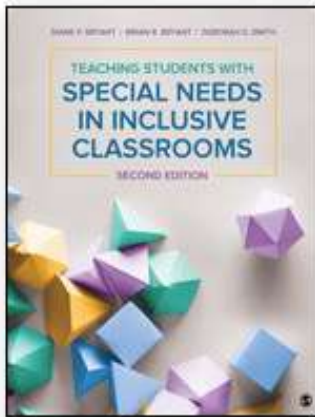
# TEST



To determine whether adaptations helped the student accomplish the task



Assess student progress



# Teaching Students With Special Needs in Inclusive Classrooms

SECOND EDITION

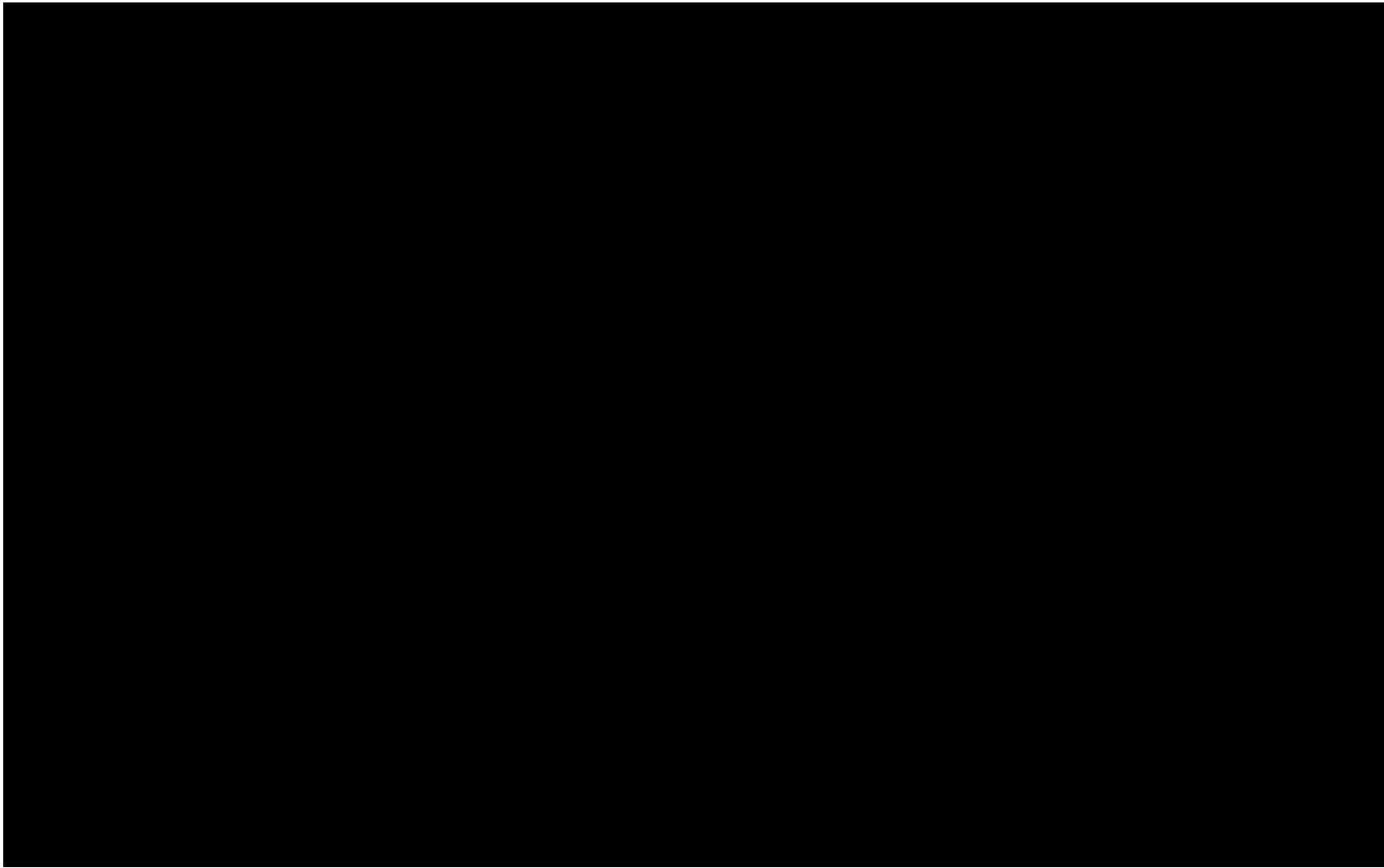
[Diane P. Bryant](#) - The University of Texas at Austin, USA

[Brian R. Bryant](#) - The University of Texas at Austin, USA

[Deborah D. Smith](#) - Claremont Graduate University, USA

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A landscape photograph featuring a range of mountains under a vibrant sunset sky. The sky transitions from a deep orange at the top to a lighter, hazy blue near the horizon. The mountains in the foreground are silhouetted in dark blue, while the peaks in the distance are a lighter, hazy blue. The overall mood is serene and expansive.

There are no boundaries-  
**only possibilities.**

Sakyong Mipham

# References



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- Allor, J. H., Gifford, D. B., Al Otaiba, S., Miller, S. J., & Cheatham, J. P. (2014). Teaching students with intellectual disability to integrate reading skills: Effects of text and text-based lessons. *Remedial and Special Education*, 34(6), 346– 356. <https://doi.org/10.1177/0741932513494020>
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**Improving lives through learning**

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