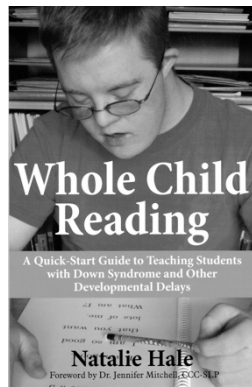


# Meet Their Need and They Will Read

“Go in through the heart  
and teach to the brain.”



## Is it ever too early?

**No.**

1. Start at Birth with basic shape recognition (black-and-white) and read-aloud books.
2. Start pre-reading support (letter sounds first, then letters later) as early as you like.
3. Begin teaching words by sight when the child can match pictures and has a receptive vocabulary of at least 50 words. (Age 3-4 or so)



Jonathan at 6 months

## EARLY READING IMPACTS ALL LEARNING YEARS

*“All the early readers we know have made exceptional progress through school and into teenage life.*

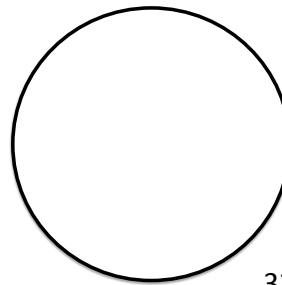
*All these children have been taught reading and language side-by-side by their parents in their preschool years.”*

**-Sue Buckley & Gillian Bird**  
Down Syndrome Education International

## Is it ever too late?

**No.**

We use the same teaching methods,  
but different materials because of the age.



33 years  
Jonathan at 6 months

## We Teach Reading for Meaning

- 
- incidental to the “Real Deal,” the Real Deal being
- The fact that we want to find out what’s in a book, a magazine, an article, etc.

## You have only 2 options in teaching reading...

One works and the other... well, doesn't.

## Your Options

1. Pedal to the Metal



2. Start and Stop



## “Meet their need, and they will read.”

- Learning Style?
- Secondary diagnoses?
- Individual needs vary: ⇔
- ABA strategy in place?
- Vision issues?
- Apraxic or non-verbal?
- Etc.

But the need for using Methods, Motivation, and Materials designed for the learner with Down syndrome remains unchanged.

## What about a Dual Diagnosis of DS/Autism?

We teach to the autism.

Please refer to:



The *Sie Center for Down Syndrome*  
at *Children's Colorado*  
in Aurora, Colorado

Focusing Help for ASD/Autism/DS/ADHD/ADD

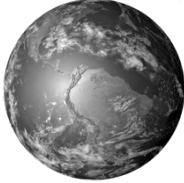
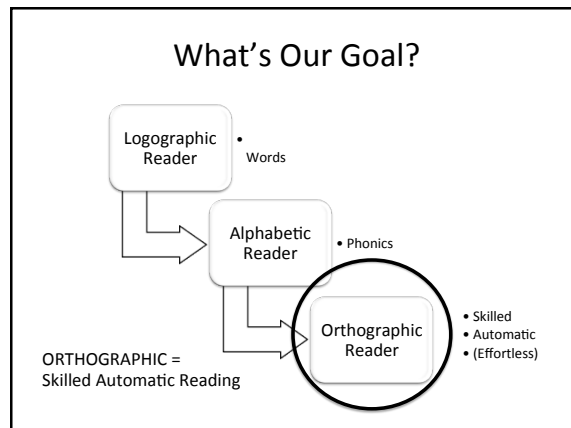
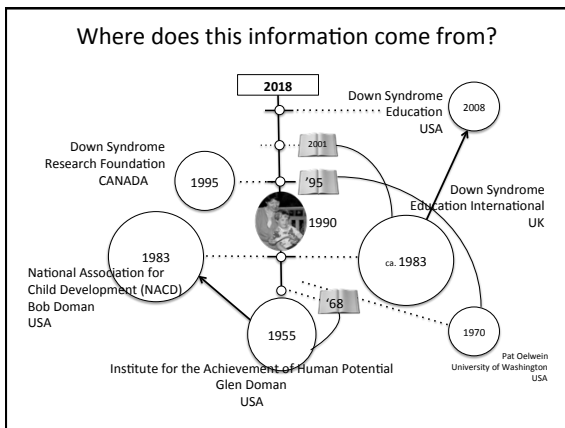
Sentence Building  
Signing Text

Cook said, can you help


Sentence Building  
Signing Text


Where does this information come from?

How do we  
"Go in through the heart"?



Engage.



- ♥ Personal Pages
- ♥ Personal Books
- ♥ Modified Books
- ♥ Lotto Games

Why is it so important to “Go in through the heart?”

## Why is motivation so critical?

Because of the 11<sup>th</sup> Commandment.



### The Eleventh Commandment:

- *special needs anything that interests them not;*
- *Verily, they shall be interested only in that in which they are interested,*
- *and shall not be interested in any other thing.*
- *Woe be unto those who do not revere and abide by this commandment.*
- *Amen.*

...and “Teach to the brain”

## Why is that so critical?

...take a look at the neurology behind that 11<sup>th</sup> Commandment!



**“The New Brain Science of Learning”**  
 Dr. Martha Burns TEDxEnola

The Neurochemistry behind learning involves the HOW of Teaching.

The WHAT of Teaching	The HOW of Teaching
Symbol development	Keep the student INTERESTED,
We educate the left hemisphere	ENGAGED,
Reading, math, sciences, etc	MOTIVATED,
	INTERACTIVE

LEFT BRAIN                      RIGHT BRAIN

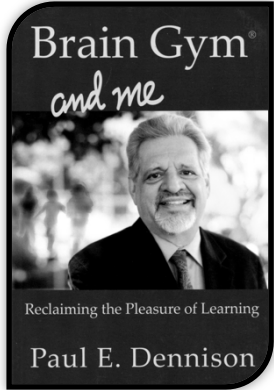

## NEUROMODULATORS!!!

These are the guys you want onboard.

- DOPAMINE
  - 
  - 
  -
- ACETYLCHOLINE
  - 
  - 
  -
- NOREPINEPHRINE
  - 
  - 
  -

## Prepare the Learner with Brain Gym

**About  
the brain  
and learning...**





Understand  
Brain likes  
What does  
What can  
What reg  
What does

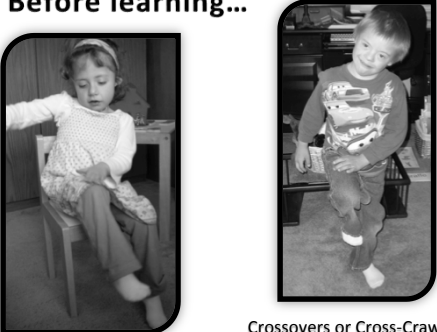
We are here to learn                      it can be.

## Hydrate.


The brain is electric,  
and water conducts electricity.  
It's a no-brainer.



**Before learning...**

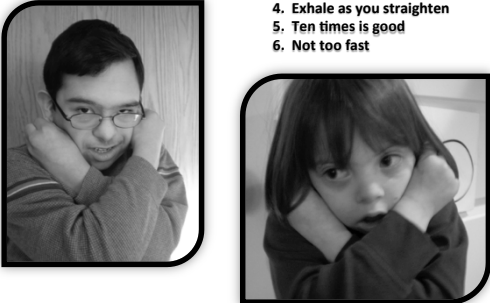
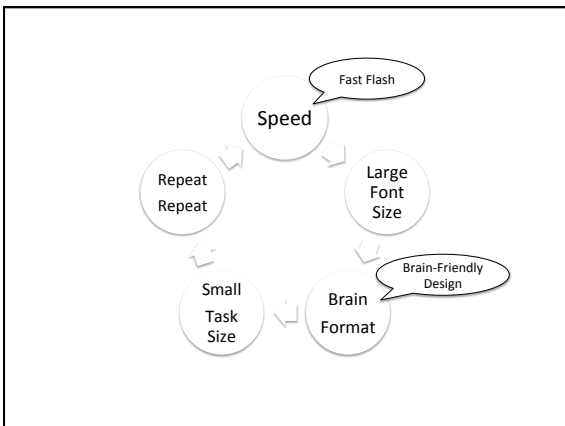
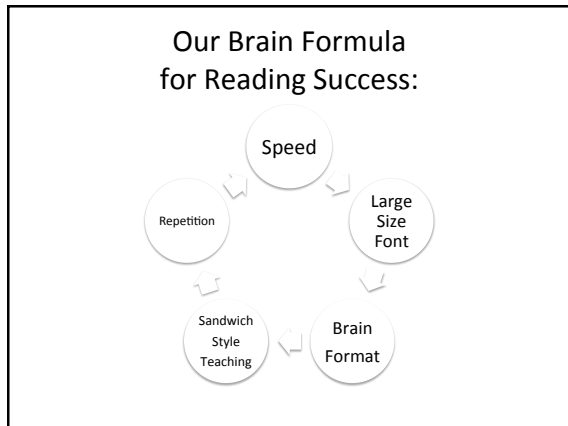


Crossovers or Cross-Crawl

“NO Crossovers, NO!!!” → 

**Super Brain Yoga**

1. Right arm on top
2. Grip the ear lobes
3. Inhale as you bend the knees
4. Exhale as you straighten
5. Ten times is good
6. Not too fast


**So what is a Brain-Friendly Design?**

- to look/where not to look.
- **NO VISUAL CLUTTER:** Keep it simple with lots of white space.
- **BREAK UP TEXT WITH PICTURES.** This keeps “overwhelm” to a minimum.
- **LARGE FONT SIZE.** This bears repeating!
- **DOUBLE SPACING BETWEEN ALL WORDS.** The brain doesn’t have to figure out where one stops and the next starts.
- **KEEP EACH PAGE SIMPLE.** You will need to use more pages than typical to cover a topic.


Recap: Brain-Friendly Design

- 
- 
- 
- 
- 
- 

For emergent readers

	I like Olaf.
2	3
	 <p>I like Olaf.</p>
4	5

For more advanced readers


	<p>Olaf is a funny snowman. Anna and Elsa like to play with him and skate together. They laugh and have so much fun with him!</p>
---	---

Samples from Special Reads applying Brain-Friendly Design. This design avoids triggering "FOF syndrome"



**special reads.com**

**Fear of Failure Syndrome**

Riddle # 1


<p>I am black. I am pretty. I have four legs. I purr. What am I?</p>	 <p>I am a cat.</p>
--	--

© 2013 Special Reads for Special Needs

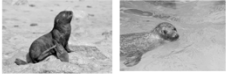
<p>"No, puppy," I said. "No ride. Just let me help you read, okay?"</p>  <p>"Stop," said the puppy. "I want to think this over."</p> <p>Then the puppy was gone again! Where is he going?</p>	<p>Oh, no. Here he comes again.</p>  <p>"I could be in the movies," said the puppy. "Do you think I could? I could be in Hollywood. I could be a star. What do you think?"</p>
---	---

© 2013 Special Reads for Special Needs

**By The Ocean**



I live by the ocean. After I take a nap in the sun, I swim in the ocean for fun. What am I?




© 2013 Special Reads for Special Needs

Yes! I am a baby seal.

After I swim, I ask my mom, "May I have some fish to eat, please?" She knows that I like to eat fish, and she gives me lots of fish. Mom is a good fisher-mom!

She looks for fish in the ocean.



© 2013 Special Reads for Special Needs

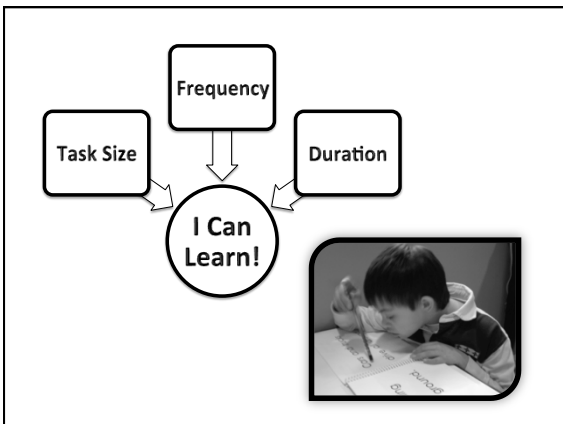
BASICS

**We Teach Reading for Meaning**

- We do not focus on rules of phonics
- We teach phonemic awareness as almost incidental to the "Real Deal," the Real Deal being
- The fact that we want to find out what's in a book, a magazine, an article, etc.

We follow **3 BASIC GUIDELINES** for teaching learners with special needs:

- small task size
- frequency
- duration



Should We Do 1-on-1 Pullouts For Reading?

**YES.**

--The UK's Down Syndrome Education International  
(RI: Reading and Language Intervention)

--Special Reads for Special Needs, USA

**WHY?**

### Experience, experience.

- individual learning styles
- individual rates of progress
- secondary diagnoses
- vision issues, often undiagnosed
- non-verbal, apraxic, etc.
- individual rates of ability to focus
- family differences in time available to teach the learner
- vastly different interests, crucial to “high interest materials”

**TEACH LETTER SOUNDS FIRST**  
before letter names.

**...WHY?**

W

“wuh”

W

“duh-buhl-yew”

Then we teach sight words,  
both high interest  
*and* high frequency,  
by sight recognition.

## Why?

In this way, we capitalize on the  
visual learning strengths  
known to be common with learners with  
Down syndrome,  
and avoids their learning weaknesses.

## What learning weaknesses?

Learners with DS typically have...

- Difficulty discriminating sounds
- Poor short term memory
- Poor auditory memory
- Fluctuating hearing loss throughout life
- Deficits in auditory processing, which impact phonological awareness  
(discriminating and blending sounds, as well as keeping the order of sounds in short term memory)

Let's talk about...

- Decoding
- Fluency
- Generalizing
- Comprehension

## Decoding

## Decoding Help

- Letter **SOUNDS first**: app *StarfallABC*
- Flip books, games teaching phonemic awareness: *reallygoodstuff.com*
- Experience
- Experience
- Experience
- Repetition
- Repetition
- Repetition

## Fluency

- Don't interrupt for more than 2-3 seconds
- Keep a running record of stumbles
- Work those errors later
- Repeat a sentence (paragraph) 3 times
- Join in the 3<sup>rd</sup> time for encouraging speed

## Magic Decoding Card



Small task size!

## Generalizing

One brilliant tool...



## What about Comprehension?

When a child learns to read for meaning, comprehension follows naturally.

This is how previous generations learned to read.

## Comprehension

1. Referential comprehension
2. Inferential comprehension

**There is no comprehension without fluency and speed.**

Resource:

### *Strategies That Work 3 (3<sup>rd</sup> Edition)*

(Book) by Harvey & Goudvis

1. Short, High Interest Text
2. Teach Active Reading rather than Passive Reading
3. Sticky Notes: This is what happened; Huh?; What I think about this; etc.
4. ~~Stickies~~ **Teaching reading comprehension is mostly about**
5. Student reads the sentence aloud twice; then once again silently to herself
6. Early Training: use several color highlighters to code questions and answers. **TEACHING THINKING**

Comprehension Fun 1



The puppy did not want to read. He wanted to go for a walk. When he listened to a story, he fell asleep.

Who did not want to read?

What did the puppy want to do?

When did the puppy fall asleep?

Comprehension Fun 1



(Without Color Fluency)

The puppy did not want to read. He wanted to go for a walk. When he listened to a story, he fell asleep.

Who did not want to read?

What did the puppy want to do?

When did the puppy fall asleep?

special reads.com

## Strategies

What is the methodology behind the

“In through the heart, teach to the brain” approach?

Methodology

- Fast Flash Technique
- Sandwich Style Teaching
- Errorless Testing



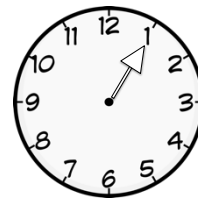
- High Interest Materials
- Brain-Friendly Layout

# Fast Flash

## FAAAAAAST Flash



How fast is fast?



Cards Per Second:

one

or

two

two

How many cards in a group?

one

two

three

four

five

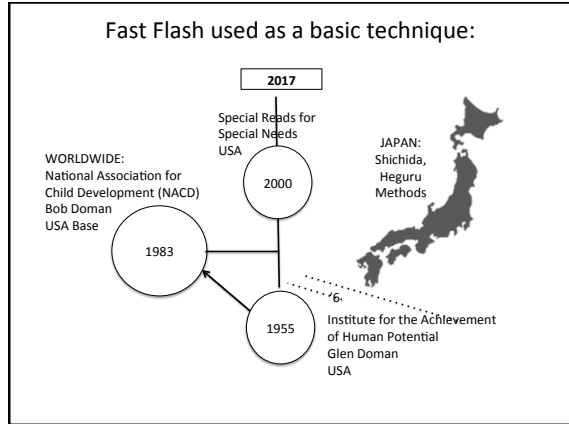
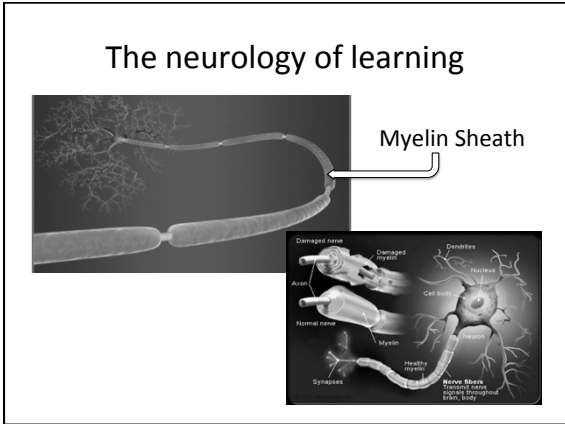
Flash the group how many times?

3

## Why does Fast Flash Work?

It's all about the Brain and the Visual Pathway





### Speed + Size = Brain-Friendly

The trouble is that we have made the print too small.

The trouble is that we have made the print too small.

The trouble is that we have made the print too small.

The trouble is that we have made the print too small.

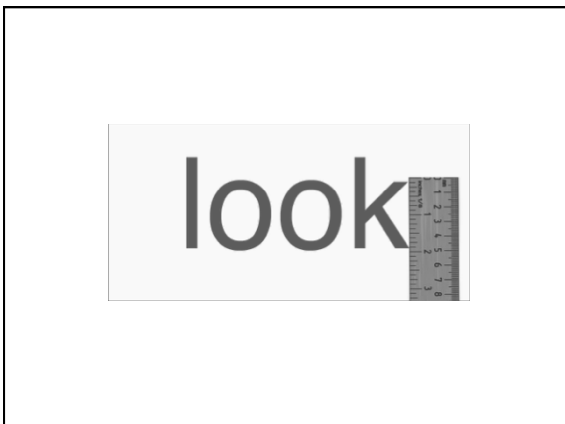
### About those Flash Cards...

**make them big**

**and**

**make them red**

like this later



### Understanding The Visual Pathway As It Relates To Learning To Read

Maturing the Visual Pathway is a Practiced Process.

The Immature Pathway

If there is no practice,  
not only is there no progress;  
There is no process.

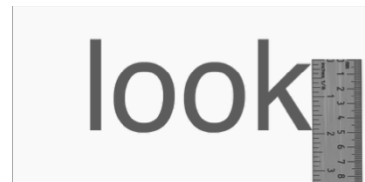
Fast Flash is Your Way In.



Review: Fast Flash Details

- 5 cards in a group
- Add more groups gradually
- Flash a group 3 x in succession
- **2 cards per second** if possible!

Why so **big**?



There is a vast difference in the amount of visual pathway maturity needed to recognize:



and

tiny detail in serif fonts

As the visual pathway develops:

- **large type goes to**
- smaller type, which goes to
- smallest type, without a problem

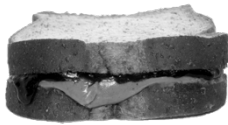
### FAST FLASH TIPS

- Sit directly across from the child, not alongside
- Watch the child's eyes for attention and tracking
- Mix in at least 2 high interest words into a group of 5 (e.g., a group of 5: Woody, eat, in, Buzz, the)
- Start with one group of 5; add another group and then another, as the learner is ready
- Keep the words fresh and varied: pull some out and insert new ones if you sense boredom
- Pull learned words and replace with new ones

### What if the child won't focus?

- Slap the cards down on the table, same speed, 3x
- Check your content: 2:5 high interest? 3:5? Why should he look at the cards? Does he need a 5:5 ratio?
- Turn off the lights, give her a flashlight pen
- How fast are you moving the cards?
- Are you using red ink?
- Try 2-inch high lowercase letters
- Is there a visual problem?
- Has he had enough energy-releasing movement before sitting?

### Sandwich Style Teaching




Flash cards must relate to the "Filling" in the Sandwich!

We teach reading for meaning.

Period.

# Testing

## "Errorless" Testing



We test children in ways that **Avoid Failure** and **Maximize Success** and confidence.

### ERRORLESS TESTING TECHNIQUES

First defined by Patricia Oelwein

Step 1:  
Matching

⇒

Step 2:  
Selecting

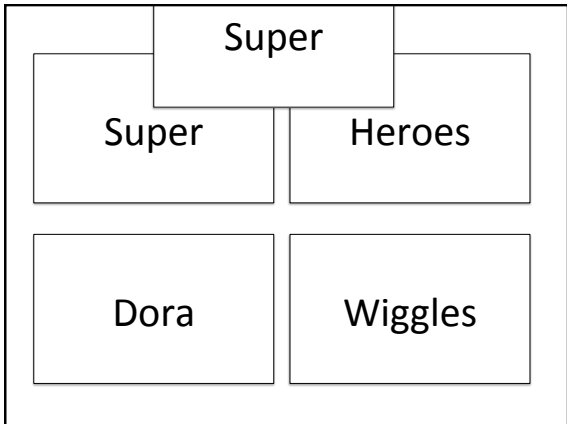
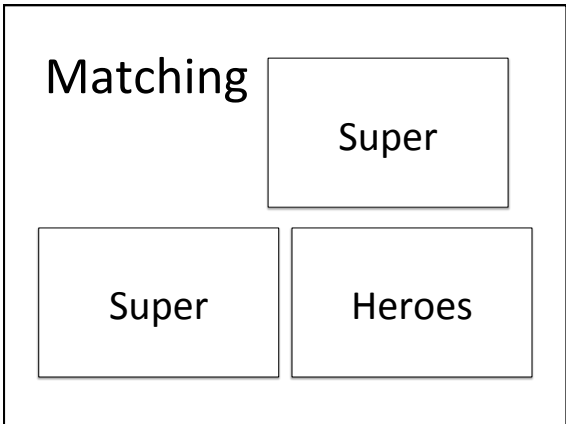
⇒

Step 3:  
Naming

Move quickly through a test; give help quickly before discouragement sets in.

Teaching Is Not Testing; don't confuse the two.

Errorless testing is used to avoid the common "FOF syndrome": Fear of Failure.



### More about matching...

As the learner advances,  
move from matching words to words  
to...

matching sentences to sentences  
and...

matching sentences to pictures

### Selecting

Super

Wiggles

Super

Heroes

Dora

Wiggles

### Naming

like

Wiggles

## 5 Components of Reading: without these, there is **no Comprehension**.

- **Phonemic awareness:** detect, separate, and join sounds
  - 44 phonemes in English
- **Phonics:** letters that produce those sounds (**Decoding** = phonics + phonemic awareness)
  - 26 letters
  - 44 phonemes

## 5 Components of Reading, cont'd:

- **Fluency:** speed with prosody
  - **Prosody:** recognition of punctuation, sing-song voice, pauses, etc.
- **Vocabulary:** relies on the learner's understanding and familiarity with a topic
- **Comprehension**

So how does the heart-brain method achieve orthographic reading?

- Phonics + Phonemic Awareness ( decoding)
  - we teach letter sounds from the start
- Fluency
  - experience, experience, experience
- Vocabulary
  - ever advancing personal books, high frequency word books, modified books
- Comprehension
  - topics are of high interest

We can make this simple,

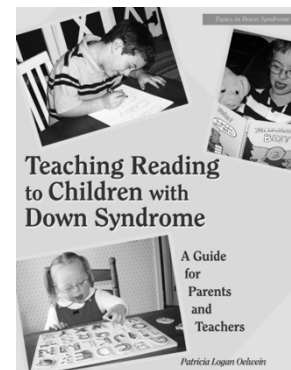
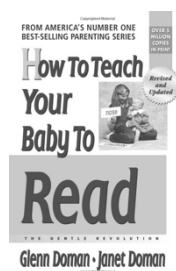
or we can make it hard.

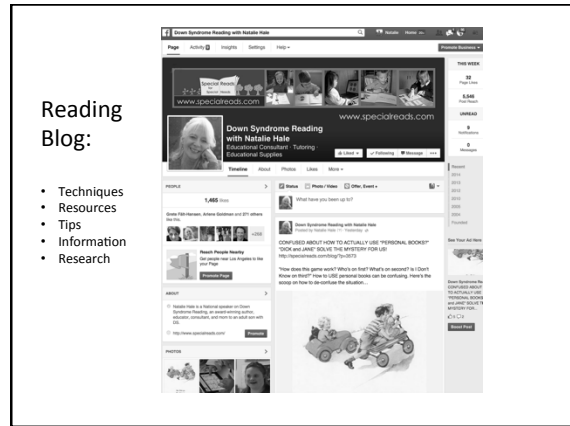
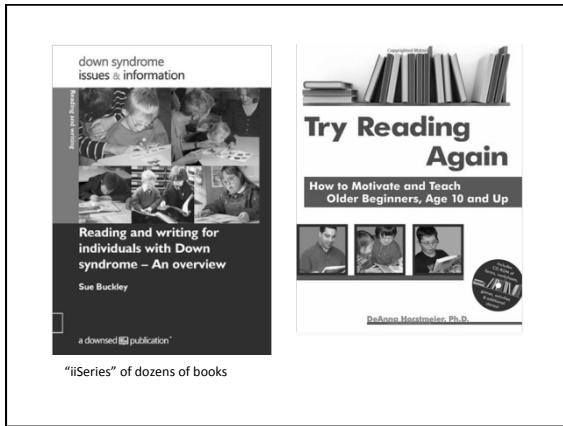
Can a child with special needs learn to read only by knowing letter sounds, reading books on topics he loves, and having a great deal of reading experience?

Yes.

Decoding can and does happen through experience, just as it did for most of us prior to the last two decades.

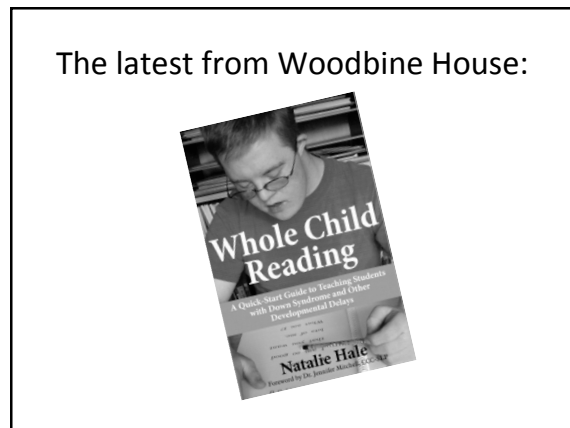
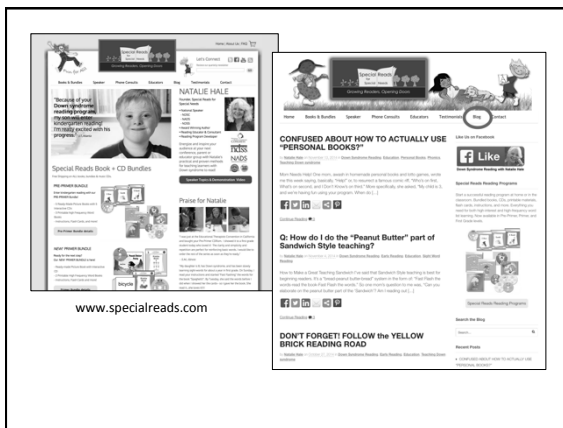
## Resources





### Reading Blog:

- Techniques
- Resources
- Tips
- Information
- Research



### The latest from Woodbine House:





### USE A POINTER!

#### Why?

The pointer is a visual extension of the brain's focus.

- You will know if they are following correctly.
- With your pointer, you can guide them to the exact word you are reading.
- It keeps them correctly distanced from the book, rather than "nose to paper," which quickly becomes a habit.
- It's impersonal (no finger-in-the-face.)



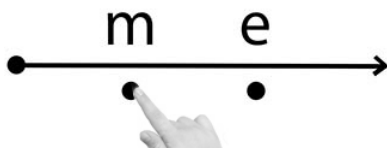
A pointer helps to establish the correct distance habit.



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



Make it relate. Make it fun.



From the book  
"Teach Your Child to Read in 100 Easy Lessons"

### The Magic "Pull Card"

An Indispensable Tool For Advancing Readers

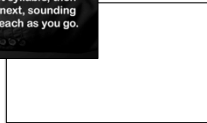




### Magic Decoding Card



Small task size!



Focusing Help for ASD/Autism/  
DS/ADHD/ADD

Sentence Building  
Signing Text

Cook said, can you help

Sentence Building  
Signing Text



And most important  
tools for

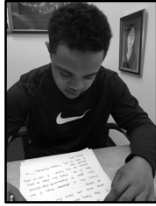
“Going in through the heart”

## Engage.



- ♥ Personal Pages
- ♥ Personal Books
- ♥ Modified Books
- ♥ Lotto Games

# Personal Pages



The Super-Motivator!

- Fast
- Easy
- Kids love it
- Home & School Use
- Terrific tool for generalizing vocabulary



- ♥ Personal Pages
- ♥ Personal Books
- ♥ Modified Books
- ♥ Lotto Games

# Personal Books




Dancing in a Personal Book Fortress...





And that leads us into...



## ♥ Materials:


- plain bond paper; 28 # if possible (sturdier)
- your storyboard guide
- pencil, eraser
- pictures to download into pages
- computer & software (powerpoint, etc.)
- printer


 What's Your FORMULA ???


 Reading Level


 Age/Interest Level

 +  = your formula




Example: 

 Reading Level

 Age/Interest Level

Your Brain-Based Visual Format

Landscape Format 

Large Font Size, Sans Serif

2 or 3 spaces between words

How big should the font be?

32 point

72 Point

100 point

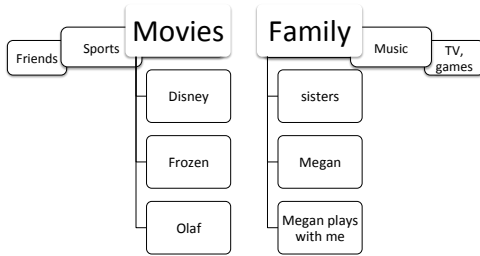
What's the best font to use?

PT Sans Caption

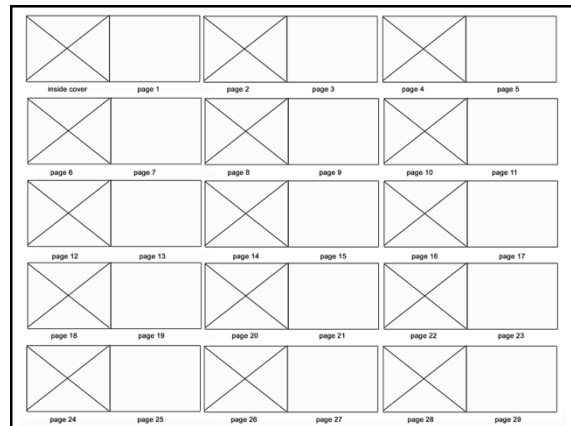
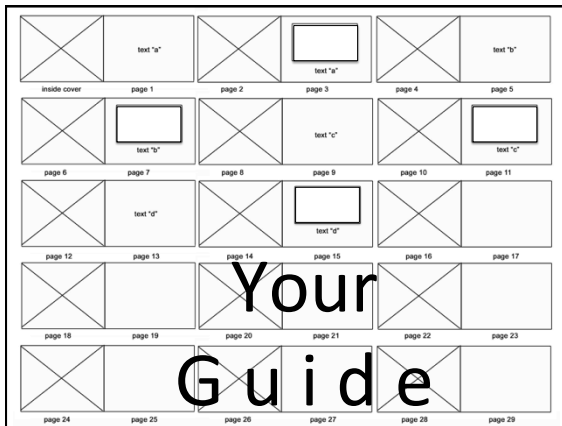
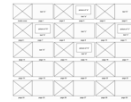
↓ ↓

I love you.

## Get specific.



Let's review your  
Storyboard PDF



Remember the FORMULA !


Reading Level

Age/Interest Level


? + ? = the formula




✘

I like Olaf.	
--------------	---

✔

	I like Olaf.
	 I like Olaf.


✘


	I like Olaf.
	 I like Olaf.

✘


	Olaf is a funny snowman.
	✔ Olaf is a funny snowman.

Let's change the formula:







Primer	Reading Level
7 yrs, female	Age/Interest Level




	Olaf is a funny snowman. He plays with Anna and Elsa in the snow. They have fun.
--	--




	Olaf is a funny snowman. He plays with Anna and Elsa in the snow. They have fun.
--	--





	Olaf is a funny snowman. He plays with Anna and Elsa in the snow. They have fun.
--	---




	Olaf is a funny snowman. He plays with Anna and Elsa in the snow. They have fun.
--	--



	Olaf is a funny snowman. He plays with Anna and Elsa in the snow. They have fun.
2	3
	
4	5



	Olaf is a funny snowman. He plays with Anna and Elsa in the snow. They have fun.
2	3
	
4	5

How do we progress the reader through personal books?

Increasingly...

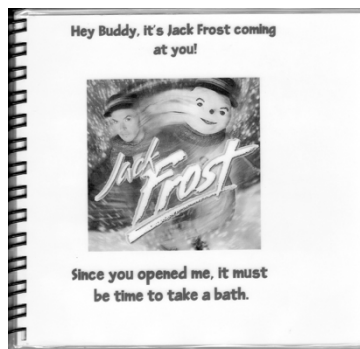
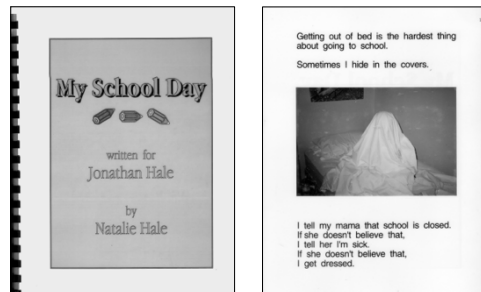
- ✓ • Longer sentences
- ✓ • Smaller type
- ✓ • More text on a page
- ✓ • Incorporate higher word lists

### Samples of a Natural Progression:

Book 1 (age 5)	Book 2 (age 5 1/2)	Book 3 (age 6 1/2)
<p>I play my drums every day.</p> <p>I play my tom-tom.</p> <p>Boom, boom!</p> <p>I play my bongos.</p> <p>Boom, boom!</p> <p>I play my Indian drum, too.</p> <p>Boom, boom, bang! I have so much fun!</p>	<p>I like my trains. I have four trains. I have a red train, a black train, a blue train, and a tan train. All my trains have a locomotive, a coal car, and a caboose. Wow! I like my trains.</p>	<p>I just love trains. I love them so much that I asked Santa Claus to bring me five trains for Christmas! He brought me one train.</p> <p>I was glad. It's a good one. I like it a lot.</p> <p>Do you know why I like trains so much? I'll tell you.</p> <p>I like trains because they are fun to play with. I like to watch them go fast and go slow.</p> <p>I like to watch the headlight on the locomotive as it goes around the curve.</p> <p>I like to listen to its whistle. My Mamaw gave me a train whistle for a present. I like to blow on it. It sounds just like a real train!</p> <p>I play with my trains every day. Hooray for trains! I like them!</p>

### Social Stories

A natural extension of personal books



I stop at the light. I wait to cross the street. Trish, Teri or Ann has to be with me.

## Technical Stuff for Personal Books

- USE SANS-SERIF FONTS ONLY: Arial, Verdana, Tahoma, etc.
- LARGE FONT SIZE: 36 to 72 pt.
- DOUBLE SPACE between all words
- Keep sentence length and vocabulary appropriate to skill level of learner
- Target certain words and repeat, repeat, repeat their use
- Remember "Dick and Jane" books: repetition forever



Personal Pages



Personal Books

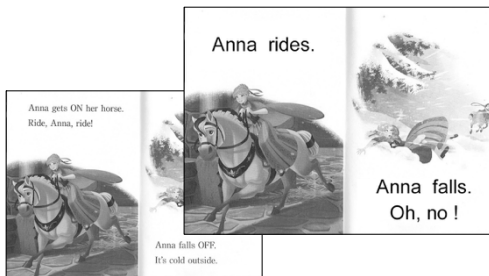


Modified Books



Lotto Games

## Modified Books




Engage.




Engage with THEIR topics,  
not yours.

Let's choose a book to modify.

Requirements:

1. The child  the topic
2. Text blocks are only 1 to a page;  
2 at most
3. Pictures and layout are clear,  
not cluttered



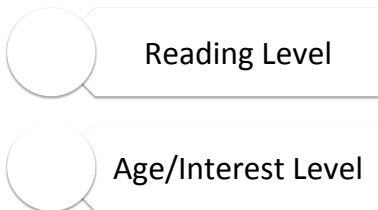
 **Materials:**

- full page permanent label sheets (any office store)
- post-it notes to use in planning the text before printing labels
- ruler to get page measurements
- computer
- printer

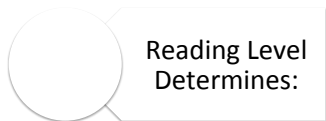
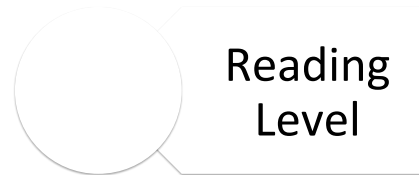
Remember our FORMULA  
for creating Personal Books?



**Personal Book Formula**



**Modified Book Formula**




- ⇒ • Font size
- ⇒ • Vocabulary
- ⇒ • Length of sentences
- ⇒ • Number of sentences on a page

What's the best font to use?

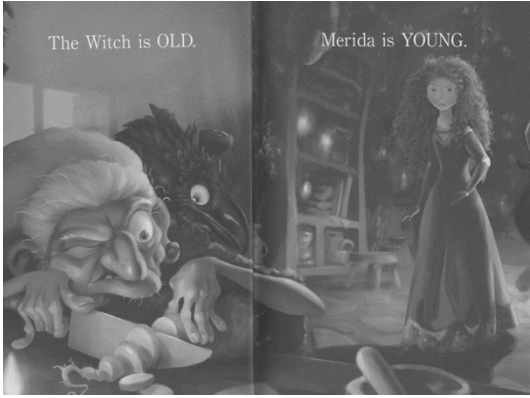
**PT Sans Caption**

↓ ↓  
**I love you.**




**Random House**

Step Into Reading Series  
www.stepintoreading.com



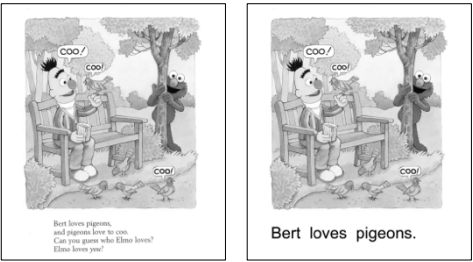
The Witch is OLD.

Merida is YOUNG.



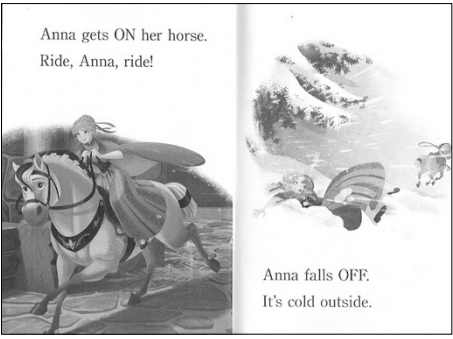
The Witch is OLD.

Merida is young.



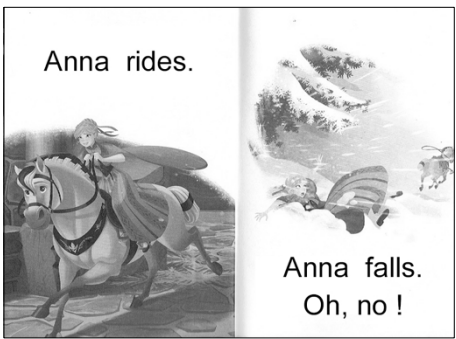
Bert loves pigeons,  
and pigeons love to coo.  
Can you guess who Elmo loves?  
Elmo loves you!

Bert loves pigeons.



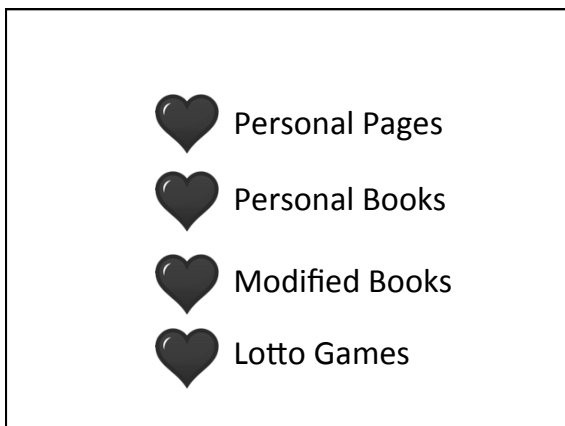
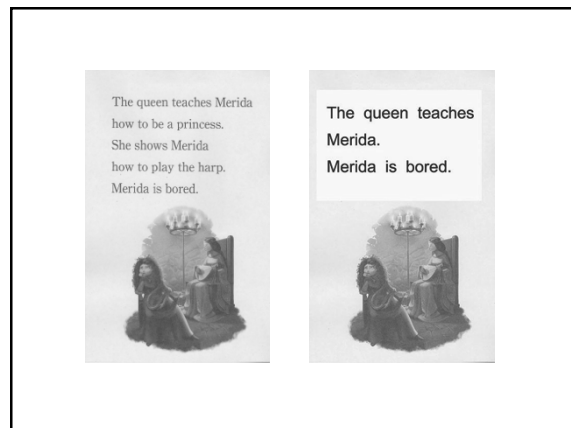
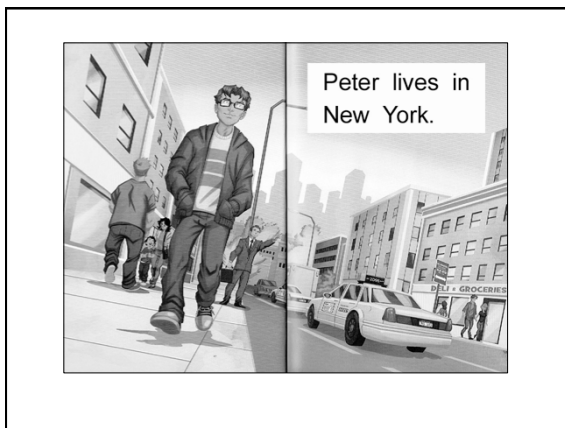
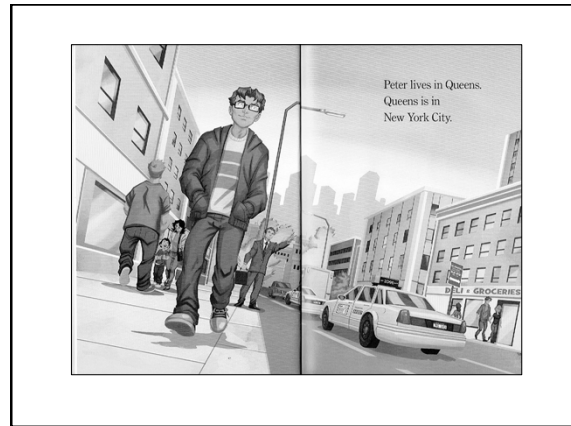
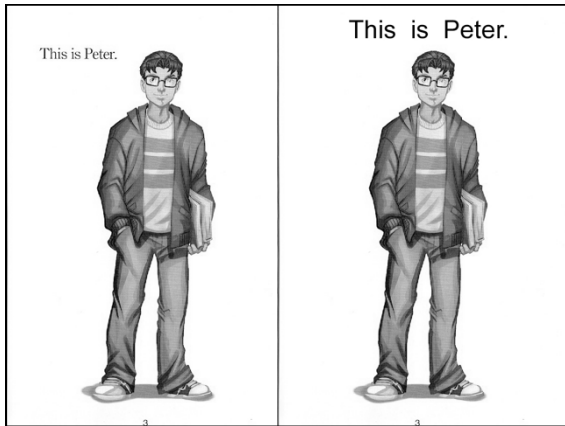
Anna gets ON her horse.  
Ride, Anna, ride!

Anna falls OFF.  
It's cold outside.

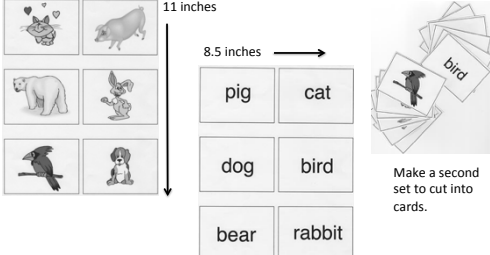


Anna rides.

Anna falls.  
Oh, no !



Start with topics of family members, pets, favorite activities, etc....




11 inches

8.5 inches

Make a second set to cut into cards.

## ♥ 7 Steps of Difficulty:

1. Picture to picture
2. Word to word, with prompts
3. Word to picture, with prompts
4. Picture to word, prompts
5. Word to word
6. Word to picture
7. Picture to word




Why bother with level 1, Picture-to-Picture?  
They could do that in their sleep.

Exactly.

Because it preps the Visual Pathway.


Because it gives him confidence. "I can do this!"

Because it gives him a chance to get familiar with the photos or art you've chosen, and identify that picture with the corresponding word. All pictures are different.




**LAST LOTTO STEP:  
Picture to Word (the most difficult)**

For the first move, she must read six words to find the correct one.



Our only goal is...



"I did it!"