Promoting Academic Success in Students with ASD: Improving Reading Comprehension & Written Expression
Professional Development and Parent Seminar - Part Two
2017-2018

Welcome to the Center for Autism and Related Disabilities Seminar
This year, we are using a program called Mentimeter to increase participation and learning through interactive surveys and activities.

To gain access to CARD’s Mentimeter you can do one of two things right now:
Download the Mentimeter app on your smartphone/tablet (available on Android and Apple at no cost)
Enter in code 52 23 32
OR
Go to www.menti.com from your phone, laptop or tablet
Enter in code 52 23 32
Objectives

• Participants will be able to list characteristics of autism that impact learning.

• Participants will be able to recognize the critical role of language in developing academic skills.

• Participants will be able to describe strategies to increase academic skills, such as reading and writing.

What is Reading?

• Reading is:
  – “an interactive process in which the reader’s prior knowledge of the world interacts with the message conveyed directly or indirectly by the text” (Smith, 1995)
How do young children learn to read?

- Development of language
  - Foundation of literacy
- Interactive social process between child and adult, usually centered around story telling
- Reciprocal activity – pointing to pictures, turning pages

Iland, 2011

Typical Reading Development in Children

- Stage 1: Emerging Pre-Reader
- Stage 2: Novice Reader
- Stage 3: Decoding Reader
- Stage 4: Fluent & Comprehending Reader
- Stage 5: Expert Reader
Hyperlexia

• Word recognition skills far above reading comprehension skills
• After primary grades discrepancy between understanding is more likely to become noticeable compared to classmates
• Strongly associated with ASD:
  – Approximately 6-20% of students with ASD have hyperlexia (Ostrolenk et al., 2017)
  – 84% of individuals with hyperlexia have ASD (Ostrolenk et al., 2017)

Characteristics of Autism

• Persistent deficits in social communication and social interaction across multiple contexts (APA, 2013)
  – Sensitivity to story structure – especially when story includes social pieces (Randi et. al, 2010)
  – Difficulty making inferences (Randi et. al, 2010)
    • E.g., Narrative story structure → must determine character’s motives, emotions, perspectives
Effects of Social Differences on Comprehension and Literacy
Iland, 2011

<table>
<thead>
<tr>
<th>Area of Developmental Difference</th>
<th>Possible Effect on Literacy and Comprehension/Related Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Attention</td>
<td>Attention is a prerequisite for learning; the child with ASD may not pay attention to a shared object such as a book at the bidding of another or point to pictures or words to direct interest</td>
</tr>
<tr>
<td>Social Experience</td>
<td>Literal comprehension (due to limited world and word knowledge); inference, including inferring the meaning of unknown word from context Understanding of narratives, including plot, action and cause-and-effect</td>
</tr>
<tr>
<td>Social Understanding</td>
<td>Hard to relate to characters and situations in stories, integrate or connect the story to personal experience and understand the appropriateness of character actions and reactions</td>
</tr>
</tbody>
</table>

Communication and Language

- Use of context
  - “Gail was surprised when the dove circled the air and dove into the pool”
- Pronouns
- Questioning
- Auditory Comprehension of Oral Language
### Effects of Language and Communication on Comprehension and Literacy

<table>
<thead>
<tr>
<th>Developmental Difference</th>
<th>Possible Effect on Literacy and Comprehension/Areas of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Development</td>
<td>Differences in development of lower and higher level language skills affect comprehension at the word, sentence, and text level</td>
</tr>
<tr>
<td>Recognizing and responding to nonverbal language</td>
<td>Recognizing and interpreting nonverbal cues described in literature, missing context cues and foreshadowing</td>
</tr>
<tr>
<td>Difficulties with pronouns</td>
<td>Problems understanding pronouns in print and understanding to whom the pronouns refer (anaphoric cuing) causes confusion, loss of meaning; pronoun reversals</td>
</tr>
<tr>
<td>Difficulties in conversation skills, including asking questions</td>
<td>Good readers ask questions before, during and after reading.</td>
</tr>
</tbody>
</table>

Iland, 2011

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1 Word: “Dinosaur” How it may be used...

- echo/imitate
- request
- expressively label
- conversational
- receptively identify
- write
- read

NYS
Expanded Example: Answering Questions


My brother played with the dinosaur at the toy store yesterday

Where?  When?

Generally, consider the child’s use of language…

- Answers novel WH-questions about past events
- Asks questions using all “wh” under multiple conditions
- Initiates and maintain conversations
- Tells stories
- Describes steps of activities
- Follows multi-step directions
Characteristics of Autism

• Restricted, repetitive patterns of behavior, interests, or activities
  – Highly focused (Autism Guidelines pdf)
  • Good at decoding (Arciuli et al, 2013; Randi et. al, 2010)
  • Focused on the details
  – Limited vocabulary

Effects of RRBs on Comprehension and Literacy

<table>
<thead>
<tr>
<th>Developmental Difference</th>
<th>Possible Effect on Literacy and Comprehension/Areas of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrow focus of interest/knowledge</td>
<td><em>Integration and memory:</em> the process of “connection” can break down when the person has difficulty relating new information to what is already known and then storing it to be retrieved later. <em>Generalization:</em> the ability to transfer and apply known material to new situations.</td>
</tr>
<tr>
<td>Literal, specific, and concrete understanding</td>
<td><em>Generalization:</em> Understanding may be narrowly contextualized, or bound to direct experience, limiting generalization of knowledge from one setting to another. <em>Imagination:</em> difficulty understanding material that is beyond the scope of the person’s actual experience.</td>
</tr>
<tr>
<td>Over-selective attention</td>
<td>Strong focus on a specific interest or detail can interfere with the ability to shift attention or pay attention to more than one thing at a time.</td>
</tr>
</tbody>
</table>

Iland, 2011
Secondary Characteristics of Autism (Autism Guidelines pdf)

- Theory of mind
- Executive functioning & working memory
- Weak central coherence
- Possible co-occurring conditions (motor), anxiety, ADHD

Figure 1.1: The Sally Anne scenario (reproduced from Baron-Cohen, Leslie and Frith, 1985, with kind permission).
Theory of Mind

Strategies & Resources

- Understand that perception is relative
- Understand that the context of the event is important
- Video Modeling & Reinforcement
Executive Functioning & Working Memory

The ability to:

• To pay attention & shift attention
• To plan, organize, monitor, and regulate oneself
• The ability to hold information in one’s head and manipulate it
• Text integration (Randi et. al, 2010)

Strategies & Resources

Solving Executive Function Challenges
Unstuck & On Target!

SMART but SCATTERED
Boost Any Child’s Ability to:
- Get Organized
- Follow Through on Tasks
- Learn to Initiate
- Stay in Control of Emotions
- Use Time Wisely
- Think Things Out
- Be Resourceful

Over 200,000 in Print!
The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential

Peg Dawson, Ed.D., and Richard Guare, PhD

NYS
Weak Central Coherence

- The ability to understand context, “see the big picture”
- Metacognitive monitoring (Randi et. al, 2010)

Strategies & Resources

- Direct teaching of language foundation which relationships
  - feature, function, class
    - Listener responding
    - Sorting items
    - Expressively identifying

- Highlighting
- Also teach homographs
  - ex. “record”, “dove”
Directly Teach: Parts of a whole & Main Idea

Look at the title. Look at the pictures. Who + What Happened = Main Idea

Identification and Assessment of Comprehension issues

• Speech Providers
  – Phonemic awareness or letter sound fluency
  – Oral language and vocabulary
  – Translating text into spoken language
  – The ‘Wh’ Question Comprehension Test

• Core Skills
  – Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  – Center for Teaching and Learning (CTL) Curriculum Maps

• Standardized Measures
  – The Test of Reading Comprehension-3

Iland, 2011
5 Building Blocks of Reading

- Phonics
- Phonemic awareness
- Vocab development
- Comprehension
- Fluency

NCLB Part B Sec. 1208(5)(A-E)

Phonics/Phonemic Awareness

- Phonics
  - Deals with the relationship between the sounds of spoken language and the letters of the written language
- Phonemic Awareness
  - Ability to work with individual sounds in words
  - Incorporates the understanding that sounds work together to form words

Henry, 2010
Phonemic Awareness

• Typically developing children
  – Bat/bat = same; bat/bar = different
  – Rhyming words
  – Isolate, blend, & segment /b/-/a/-/t/

Phonics/Phonemic Awareness

• How do young children with ASD struggle?
  – Requires strong auditory processing skills
  – Hear and process the sounds in a word; break them apart or blend together to sound out new words
Thematic ABC Book

Create a Food Themed ABC Book
inspired by Lois Ehlert's Eating the Alphabet

Magic Word Book

THE WORLD WIDEN WEEK

NYS
Digraph Puzzles

Puzzles with 3-Letter Consonant Clusters
Vocabulary

• Ability to understand words and use words to acquire and convey information

• Expressive vocabulary
  – Speak or write specific words for a specific meaning

• Receptive vocabulary
  – Ability to associate a specific meaning with a word encountered in reading or listening

Vocabulary

• Typical Development
  – “What’s that”
  – Try out new words
Typical Development

<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Expressive Language (Uses)</th>
<th>Auditory Comprehension (Understands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 to 4 yrs</td>
<td>600-1000 words</td>
<td>1500 words</td>
</tr>
<tr>
<td></td>
<td>3-4 word sentences</td>
<td>Recognizes gender differences, plurals,</td>
</tr>
<tr>
<td></td>
<td>pronouns and adjectives</td>
<td>pronouns, adjectives &amp; colors.</td>
</tr>
<tr>
<td></td>
<td>Answers what, where, and when</td>
<td></td>
</tr>
<tr>
<td>4 to 5 yrs</td>
<td>1000-1600 words</td>
<td>1500-2000 words</td>
</tr>
<tr>
<td></td>
<td>4-6 word sentences;</td>
<td>“If, because, why, and when”</td>
</tr>
<tr>
<td></td>
<td>3-4 syllable words used A</td>
<td>Follows complex directions</td>
</tr>
<tr>
<td></td>
<td>articles appear; uses more adjectives,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>adverbs, conjunctions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fluency improving</td>
<td></td>
</tr>
<tr>
<td>5 to 6 yrs.</td>
<td>1500-2100.</td>
<td>2500-2800 words.</td>
</tr>
<tr>
<td></td>
<td>Uses 5-6 word sentences</td>
<td>“...more complicated sentences”</td>
</tr>
<tr>
<td></td>
<td>Fluent speech; many multi-syllabic words used</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

- How do young children with ASD struggle
  - Often a relative strength
  - Transfer concrete object to word in text
  - Generalizing knowledge to new situation
Thematic Word Walls

- Down on the Farm
  - apple
  - barn
  - corn
  - cow
  - dog
  - eggs
  - farmer

- Hay
  - hen
  - lamb
  - milk
  - rooster
  - pig
  - tractor

- Social Studies
  - constitution
  - custom
  - consumer
  - democracy
  - election
  - environment
  - country
  - culture
  - explorer

- Words that mean the same
- Words that mean the opposite

Word Attack Strategies
- Look at the picture for clues.
- Start to say the first sound in a word.
- Skip over the word in the sentence.
- Stretch out the word.
- Look for parts of chunks I know.
- Think about the meaning of the word.
List Poems

Vocabulary Words Comic Strip
Vocabulary Strategies

- Use of synonyms
  - Use a word processing program
- Image Search and Visual Dictionaries
- Shades of Meaning

Idioms

*Popular English Idioms*
Comprehension

- Making meaning from text
  - Tapping background knowledge, making personal connections, questioning and problem-solving

- Monitoring strategies
  - Re-read
  - Simplify and summarize
  - Ask questions in their head as they read
  - Ask questions after reading to clarify

Comprehension

- Typical Development
  - Ask questions about characters or events in text
  - Personal experiences
  - Make connections
  - Make predictions
  - Clarify meaning
Comprehension

• How do children with ASD struggle?
  – Linked to receptive and expressive deficits
  – Creating abstract connections
    • Prediction, drawing conclusions, and visualizing events
  – Theory of Mind deficits
    • Understand and relate to characters

Explicitly Teach

Morningside Academy, 2007

• Compare/Contrast
• State main idea & supporting details
• Make and verify predictions
• State author’s point of view and biases
• Visual author’s descriptions
• Identify cause and effects
• Identify inferences
• Identify cause and effect(s)
• State author’s purpose
• Draw conclusion
• Paraphrase
• Summarize
• Identify persuasive devices
More Strategies

- Retelling
- Think Aloud
- Activate prior knowledge
  - Pre-teach basic factual concepts
- Multiple thematic exposures
- Primer passages & clear titles

Books with a Clear Problem and Solution
Language Experience Story

Cover Picture Prediction

I see [ ].

I think this book is about [ ].

I think this book is about [ ].

because I see [ ] on the cover.
Question Sticks

Other Visual Supports

<table>
<thead>
<tr>
<th>Story Element</th>
<th>Question Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>character</td>
<td>who</td>
</tr>
<tr>
<td>setting</td>
<td>when</td>
</tr>
<tr>
<td>event</td>
<td>where</td>
</tr>
<tr>
<td>solution</td>
<td>what</td>
</tr>
<tr>
<td>problem</td>
<td>why</td>
</tr>
<tr>
<td></td>
<td>how</td>
</tr>
</tbody>
</table>
Use the Clues

Listening for Ideas: Auditory Memory and "I-W-I-" Questions

Visual Organizer

What’s the SCOOP:
1. Setting
2. Characters
3. Problem
4. Order of Events
5. Problem Solved

My Brain’s Not MUSH with Nonfiction:
1. Main Idea
2. Uncover the Purpose
3. Structure
4. Helps

I can retell a story!
Visual Organizers

- Film
  - Provides specific background knowledge
  - Familiar things are easier to understand
  - Teaches visualization skills
  - Expands opportunities for socialization
- Reading Scripts of Plays and Films
  - Reveals thoughts and feelings behind plot and characters
  - Screenwriter overtly states reactions of characters
  - Cooperative activity
Anaphoric Cueing

• When a teacher teaches the child to identify words in the text that reference words previously used in the text (anaphora).

• Most anaphoras are pronouns, which reference a person who was discussed earlier in the text.

• When teaching anaphoric cueing, teachers show students how to pause at an anaphora and relate those words back to their original reference.

A Special Trip for Alec
Pronoun References

In stories, we use words like she, he, her, him, we, they, there, it, our, and their instead of saying the name of a person, place, or thing. Here are some sentences from this story. The pronouns, or short cut words, are printed in purple. Draw a line from each purple word to the person(s) or thing(s) it refers to in the sentence. Here is an example:

Alec is playing with his cars in front of his apartment building.


2. Alec is sad. He shuffles his feet on the sidewalk.

3. (Alec’s father is talking to Alec.) "Let’s go inside and get your backpack. We will fill it with things you may need for your expedition.”

4. Alec runs to his room to get his backpack. “What should I put in my backpack?” he asks.

5. "I need provisions for my expedition,” sings Alec. "I am ready to go!"
Inferencing Supports

Cooperative Learning Groups

- Teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject
  - Think-Pair-Share
  - Peer Instruction
  - Jigsaw
Direct Instruction

- Focus on Mastery
- Uses Errorless Teaching Strategy
- Patterned “I say, we say, you say”
  - Predictable, Multiple Opportunities
  - Prompts available (visual)
  - Choral responding
- https://www.youtube.com/watch?v=ZjBOi_6_rDY
- https://www.youtube.com/watch?v=_EBsPgyONew
Use Special Interests
Fluency

- Ability to read a text quickly and accurately
- Fluency changes with familiarity with text
- Typical Development
  - Modeling
  - Listening to familiar text
  - Sight read

Fluency

- How do children with ASD struggle
  - Miss “big picture”
  - Expressionless reading
  - Miss underlying emotional tones

- Main Strategy:  Partner pairs
  - 1 minute timings
  - Switch roles
  - Practice daily with a new goal
Fluency Strategies

- Predictable Text
- Pacing Board
- Sentence Builder
- Adapted Books

![Predictable Text]

<table>
<thead>
<tr>
<th>Predictable Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it?</td>
</tr>
<tr>
<td>Predictable texts are texts with some kind of repeated pattern. Patterns can be phonetic, thematic, rhyming, or repetition of words, phrases, or sentences.</td>
</tr>
</tbody>
</table>

![Sentence Pacing Board]

- i want to the store

NYS

Prosody

Reading with Expression
- Practice Exercise
  - teacher reads with errors
  - Learner listens and identifies errors
  - Learner reads passage expressively
- Use proper error correction procedure, in natural course of reading

NYS
Sound Blending Center
Fluency and Comprehension

https://www.teacherspayteachers.com/Product/Blending-sounds-Fluency-and-Comprehension-Pack-1079412

Computer-Aided Instruction
The use of computers to teach academic skills and to promote communication and language development and skills.
- Headsprout Kids Reading Program
- Language Lab
- Reading Horizons
- LightSail application
- MiniMod Reading for Details Lite
Headsprout Kids Reading Program  
www.headsprout.com

HEADSPROUT SAMPLE EPISODES
Insights and examples of Headsprout's comprehensive reading program in action.
Headsprout’s highly interactive episodes are served across two sequences: early reading and reading comprehension. Throughout the early reading episodes, students are introduced to important reading fundamentals. Once they have mastered these key foundational reading skills, students move onto the second component of the Headsprout program where they learn important reading comprehension strategies.

Early Reading Episodes
- Introducing Phonics Fundamentals
  Students learn to hear a sound and associate it to the sounds that go with each specific set of letters (graphemes).

- Reading: Sound Out Words
  Students independently read short, silly stories, and demonstrate comprehension of each sentence in the story.

- Picture-Based Comprehension
  Students begin to use comprehension skills in build-context and context sentences.

- Introducing Comprehension
  Students take part in exercises found in many standardized reading tests.

- Reading Long Passages
  Students read longer, more complex passages and answer questions about the text.

Language Lab  
www.aaclanguagelab.com

Classroom Lesson Plans
Classroom Lesson Plans are designed to be used in the classroom. They will guide a teacher through the steps to teach specific functional skills during structured and unstructured academic activities. All lessons reference the Common Core Standards and are provided for all grade levels (K-12). Lesson plans are organized by language concepts or stage: Beginner, Intermediate, or Advanced. Lesson plans are also grouped by themes.

Beginner Lesson Plans:
- Popular Plans:
  - Word Family - IP Dec 2016
  - Word Family - AP Dec 2016
  - Word Family - CT Jan 2016

- Free Plans:
  - No, No, Don't Eat That! Mar 2015
  - What Do They Do? Mar 2015

Intermediate Lesson Plans:
- Popular Plans:
  - Writing Genre - Poetry Jan 2016
  - Writing Genre - Persuasion Jan 2016
  - Writing Genre - Informational Writing Jan 2016
  - Writing Genre - Descriptive Mar 2016

- Free Plans:
  - Do, Max, and Sally Like to Eat Mar 2015
  - Learning "It" and "This" Mar 2015

Advanced Lesson Plans:
- Popular Plans:
  - Writing Genre - Persuasion Jan 2016
  - Writing Genre - Informational Writing Jan 2016

- Free Plans:
  - Writing Genre - Descriptive Mar 2016

View All Beginner Lesson Plans
View All Intermediate Lesson Plans
View All Advanced Lesson Plans
What is Writing?

- The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form

Writing & Academics

- Used across all subject matters
- Used as a means to communicate and demonstrate knowledge
- Written output is the most frequently used method to measure academic proficiency
- Writing has become a high-stakes skill to meet National Common Core Standards

Asaro-Saddler et al., 2017
Writing Challenges for Students with ASD

• Difference in the way various aspects of the brain communicate with each other
  – Sends far fewer neural messages across areas
• Poor communication between key areas of the brain impact the ability to write

Writing Challenges for Students with ASD

• Language Processing
  – May know what they want say but unable to express appropriately
• Difficulty with receptive language
• Weak Central Coherence
• Deficits in Theory of Mind
• Deficits in Executive Functioning skills

Boucher & Oehler, 2013

Asaro-Saddler et al., 2017
Writing Challenges for Students with ASD

• Impairments in socializations
  – Inability to respond to social information
  – Lack of understanding of social convention

• Direct correlation between social awareness and quality of writing

Writing Challenges for Students with ASD

• Gross and/or fine motor difficulties
  – Impact on handwriting and legibility

Asaro-Saddler et al., 2017
Behavioral Strategies

- Positive Reinforcement
- Prompt (adding in & fading)

May produce:
- Briefer, less complex texts
- Less cohesive; distinct or random thoughts
- Less focused on main topic
- May not be legible
- Lack imaginative content (i.e., figurative language)
- May use fewer mental state terms and fewer transition words

Writing Challenges for Students with ASD

- May produce:
  - Briefer, less complex texts
  - Less cohesive; distinct or random thoughts
  - Less focused on main topic
  - May not be legible
  - Lack imaginative content (i.e., figurative language)
  - May use fewer mental state terms and fewer transition words
What does the research say?

- Recent increase in the number of empirical studies conducted on children with ASD in the area of writing, however there is still minimal research
- Limited amount of EBPs for writing interventions
- Research-based practices are available for students with and without disabilities

Asaro-Saddler et al., 2017
Writing Instruction Strategies

- Constructing sentences
- Scaffolding
- Visual Supports
- Writing Often
- Modeling
- Self-regulated strategy development (SRSD) (Asaro-Saddler, 2014)

Writing Instruction Strategies

- Technology
- Allowing multiple forms of writing
- Creating meaningful writing opportunities
- Dictation and/or copying
- Teaching basic writing skills and mechanics of writing
Bottom Line:
Meet the student at the level they are at currently and build up slowly

Constructing Sentences

Assignment: Make up a sentence with each of your spelling words. Tell your teacher your sentence. Your teacher will write it down for you. Cut out the sentence with scissors and glue it to your paper. Then use your pencil and copy the sentence.

<table>
<thead>
<tr>
<th>SPELLING WORD</th>
<th>GLUE YOUR SENTENCE HERE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COPY YOUR SENTENCE HERE</td>
</tr>
<tr>
<td>SPELLING WORD</td>
<td>GLUE</td>
</tr>
<tr>
<td></td>
<td>COPY</td>
</tr>
<tr>
<td>SPELLING WORD</td>
<td>GLUE</td>
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<td>COPY</td>
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<td>COPY</td>
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<td>SPELLING WORD</td>
<td>GLUE</td>
</tr>
<tr>
<td></td>
<td>COPY</td>
</tr>
</tbody>
</table>

Strategies to Reverse the Common Student Complaint, "I HATE TO WRITE!" + 59
Constructing Sentences

• Verbal:
  – “What is the first word of the sentence?”
  – What do you think will happen next?
  – Either/or statements

Scaffolding

• Visual:
Visual Supports

The Five W's

Who?

What?

Where?

When?

Why?

Visual Supports

D - Draw. Draw a Picture.

S - Sentence. Write a sentence.

D - Detail. Add details to the sentence.

C - Check. Check your work.
Visual Supports

Self-Regulated Strategy Development (SRSD)

- Empirically validated model
- Helps writers:
  1. Master higher level cognitive processes in writing
  2. Monitor writing strategies
  3. Form positive attitude towards writing

Asaro-Saddler, 2014
Self-Regulated Strategy Development (SRSD)

6 Stages of Instruction

Develop Background Knowledge

Discussion of Strategy

Modeling of the strategy and self-instructions

Memorization of the strategy

Support and collaborative practice

Independent practice

Asaro-Saddler, 2014

Self-Regulated Strategy Development (SRSD)

Self-Instructions

Self-Monitoring

Goal Setting

Self-Reinforcement

4 Techniques to Increase Self-Regulatory Abilities

Asaro-Saddler, 2014
Technology

Website: Crick Software
http://www.cricksoft.com/uk/products/content/fowa/default.aspx

Apps:

- Kids Writing Pad
- Touch and Write

Multiple Forms of Writing
Motor Adaptations for Writing

Summary
Making greater use of visual supports Each of these strategies can certainly be used for students without disabilities in inclusive classrooms but they may have the most impact on those learners who cannot learn effectively in classrooms using traditional tools and strategies. By expanding the strategies used in the classroom and specifically by expanding the use of visual supports in literacy instruction, teachers are sure to reach a wider range of learners and to give every student opportunities to hone their skills as writers and readers.
New York State Regional Centers for Autism Spectrum Disorders

http://www.albany.edu/autism/nysrcasd.php

CARD Albany is now on Facebook
www.facebook.com/cardalbany

Required Coursework for Special Education Professionals now online – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/nysed_autism_training.php

Social Worker’s Continuing Education Online Course – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/social_work_cpe.php

Online Distance Learning Training
http://www.albany.edu/autism/33452.php
For More Information/Training

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