

Creating access to literature in your classroom



**GETTING STARTED**

---

# Start with the General Reading Curriculum\*

- Books that are grade and age appropriate
  - Promotes access to the general curriculum
  - Aligns with state standards by teaching the same curriculum
  - Creates opportunity to experience the literature of students' age/grade level

(\*Based on Chapter 2, *Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities*)

# General Education and Special Education Partnership

- Focus on this grade level literature together
- Identify the upcoming stories and books
- Reviews units to be taught in general education class
- Get a copy of the stories and books for special education class
- Discuss any peer readers; co-teaching; joint activities; inclusion options to be considered

# Adapting Books: Why Adapt?

- Challenge of the text
  - Are not able to read the words
  - May have no pictures in older grades
  - Short attention spans vs. amount of text if read aloud
  - Limited receptive vocabulary
- Challenge of the book
  - May not be able to hold/ manipulate book
  - Book may be too “fragile” for students’ motor planning
  - Book may appear unappealing if all text

# Shorten or rewrite the text

- After reading the book, decide-
  - The vocabulary is basic, easy to understand (e.g., K-I level), will I need to eliminate some pages/ parts of page to shorten the story?
  - The vocabulary is complex, will I need to rewrite the story? Will it be one summary story or by chapters?

# How to Shorten/Rewrite Text

- Pre-read text
- Summarize each chapter to capture main idea, provide details (e.g. Spark Notes)
- Re-write chapter summary using considerate text:
  - Grade 2-3 listening comprehension level (Send plain text file to Lexile Framework for Reading™ website, obtain lexile level, adjust if needed to Level 400-600)(MetaMetrics, Inc., 2005)



- Re-write chapter summary using considerate text:

- Add graphics (picture symbols) to key vocabulary
- Add definitions to text
- Add explanations to text
- Use Repeated Story Line to support main idea of each chapter

By Frank Gilbreth Jr. and  
Ernestine Gilbreth Carey

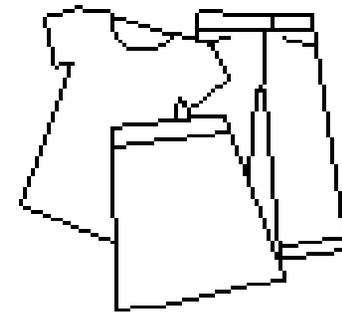
# EXAMPLE: CHEAPER BY THE DOZEN



# Example: Vocabulary

**Main Idea:** Dad saved money by buying food & clothes in bulk, saying that a family was “cheaper by the dozen”. Children often wore the same clothing styles.

**Vocabulary:** Clothes- supports main idea and has functional value



clothes.

## Example: Definition & Repeated Story Line

Dad had a special way of calling all of us together quickly. It was called the assembly call. **Assemble means to get together.** Dad would blow a whistle. Then, we would all line up in the front of the house. One time, there was a small fire in the driveway. Dad called us together and we put out the fire with buckets of water.

**Dad was proud of his family.**



Dad had a special way of calling all of us together quickly. It was



called the assembly call. Assemble means to get together. Dad would

blow a whistle. Then, we would all line up in the front of the house.



One time, there was a small fire in the driveway. Dad called us

together and we put out the fire with buckets of water.



**Dad was proud of his family.**

## Example: Explanation in text

Dad liked to take us for rides in the car. All of us had to put on **big robes called dusters** so that our clothes would not get dirty. **We lived in a time when the roads were still made of dirt. Dust would cover our clothes after a long ride.** People would stare at our big family in the car. They asked dad how he took care of so many children. Dad joked that it cost less money to feed a big family than a small family.

**Dad said we were "cheaper by the dozen".**

Chapter 3



Dad liked to take us for rides in the car. All of us had to put on



big robes called dusters so that our clothes would not get dirty. We lived

in a time when the roads were still made of dirt. Dust would cover our



clothes after a long ride. People would stare at our big family in the



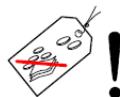
car. They asked dad how he took care of so many children. Dad



joked that it cost less money to feed a big family than a small



family.



12

Dad said we were "cheaper by the dozen"! 0/21/09 SPLASH Training

# Add text cues

- Add text cues that the student will help you read
  - Repeated story line that is the “Big Idea” of the story
  - Story line may contain a picture symbol student will select or “read” with AT

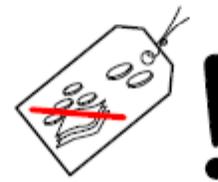


Dad

said

we

were



"cheaper by the dozen".

12

# Add pictures that help support the story

- If story has pictures, no adaptation may be needed
- If a chapter book or limited pictures
  - Use digital photographs
  - Use Boardmaker symbols
  - Cut pictures from inexpensive picture books that can be used to help convey the story
  - If artistic, illustrate your book!

# Physically alter the book

- Take book apart and mount on sturdy material; laminate
- Use page separators/ turners (sponge, big paper clip, bag clip, foam) or tabs for ease of turning
- Limit chapters to 5-6 pages
- Put pages in 3 hole sheet protectors
- Place in binder or bind with cover that resembles books of peers without disabilities.
- Teacher-Overhead copy

(Browder & Spooner, p. 79)

# Augment the book

- Objects that relate to the story
  - Raps and songs
  - Related art work
-

# Augment the book

- Objects that relate to the story
- Raps and songs
- Related art work
- Book choices made accessible via scanned photos of books or on computer to choose by pointing or looking
- Laminated symbols affixed to each page so can pull off as word read; or put on
- Book on tape and switch to activate
- Touch talker preprogrammed to “read” each page
- Technology (i.e., Bookworm) that allows you to record each page of a book



# *Creating and Using Tactile Experience Books for Young Children with Visual Impairments*

---

Sandra Lewis

Joan Tolla

Teaching Exceptional Children (2003)

# Literacy Needs of Children with Visual Impairments

- A VI will affect a child's ability to observe the symbols and events that are key to the development of early literacy skills
- A child should be exposed to Braille and the experiences of sighted readers at an early age
- A child with VI may have a difficult time developing the meaningful concepts gained through life experiences
- The child with VI will learn from part to whole
- Child with VI may not experience immersion into literacy in the same way a sighted child

# Illustrations in Books for Young Readers

- Pictures in books provide necessary context cues for sighted children
- They can access a greater understanding of unfamiliar concepts with the use of pictures
- Pictures provide a bridge between listening and early reading behaviors

# Tactile Illustrations for Students with Visual Impairments

- Raised Line drawings
  - Pros:
    - Offer a tactile rendering of the picture
  - Cons:
    - Attempts to present a 3-D world in 2 dimensions
    - Abstract concepts cannot be recreated in a tactile form
- Story Boxes and Book Bags- Objects that represent key concept in the story are gathered
  - Pros:
    - Offer the child an opportunity to interact with the book
  - Cons:
    - Does not address the need to be exposed to books in which the text and activities are presented on the same page

# Tactile Illustrations

- Tactile Experience Books
  - Artifacts from an event experience by the child are actually incorporated onto the pages of a simple, sturdy book.
  - Sighted peers can help to collect materials and make the books

# Tactile Illustrations

- Making a Tactile Experience Book
  - Objects can be collected during an naturally occurring event
  - Objects should be items that the student has actually had contact with
  - The book should be easily handled by the child
  - Metal rings to bind the pages
  - Affix the objects to the page
  - Large objects can be stored in Zip-Lock bags
  - Keep the “decorations” simple
  - Braille text should be in a predictable and consistent place
  - Visual text should also be included, so the story can be shared with those who do not read Braille
  - Install repeated themes through-out the book

# Tactile Illustrations

- Benefits
  - They describe personal experiences
  - Early book skills are presented
  - Grapheme-phoneme connections are made
  - Motor skills can be honed
  - Reinforces spatial, temporal, and number concepts
  - Explains a “bigger world” to a child who can not experience it through sight

# Tactile Illustrations

- Cautions
  - Takes time and planning
  - Consider the “messy-ness” of the items included in the story
  - Watch for choking hazards

Handout-Pam Mims, Ph.D., UNCC



**INCLUDING STUDENTS  
WITH THE MOST  
SIGNIFICANT  
DISABILITIES**

# Assistive Technology: Examples



- Big Mac™ Voice output (Ex: Repeated Story Lines)
- Go Talk-offers array of choices (Ex: Prediction Question; Comprehension)

(Browder & Spooner, p. 80)

# Other Adapted Books

- General Curriculum Access Website:

<http://education.uncc.edu/access>

Must use Writing With Symbols software to open. Task Analysis provided for saving, opening, printing books from website.

# Commercially Adapted Books: Don Johnston, Inc. \*

- Books available in alternate formats:
  - Start-to-Finish
  - CD has text-to-speech output, highlights by word or sentence, chapter quizzes, switch access for page-turning, word files can be downloaded to word-prediction software
  - Cassette recording
  - Paperback



~William Arthur Ward

**"NOTHING LIMITS  
ACHIEVEMENT LIKE  
SMALL THINKING.  
NOTHING EQUALS  
POSSIBILITIES LIKE  
UNLEASHED THINKING."**



## Contact information:

Ginevra Courtade, Ph.D.

University of Louisville

502.852.2144

---

[g.courtade@louisville.edu](mailto:g.courtade@louisville.edu)

# Acknowledgement & Permissions

- Several of the slides used in this presentation were originally created by one or more of the following individuals and are used here with their permission. For permission to reuse any portion of this presentation, please contact [dbrowder@uncc.edu](mailto:dbrowder@uncc.edu) for additional information.
- Diane Browder, Ginevra Courtade, Bree Jimenez, Lynn Ahlgrim-Delzell, Katherine Trela, Tracie-Lynn Zakas