



## SPCD 587 READING METHODS FOR STUDENTS WITH INTELLECTUAL DISABILITY AND SEVERE DISABILITIES

SPRING 2015

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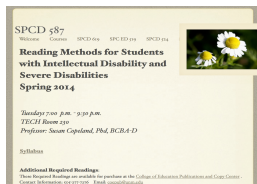
### TEXTS

Textbook: Copeland, S. R., & Keefe, E. B. (2007).  
*Effective literacy instruction for students with  
moderate or severe disabilities*. Baltimore, MD:  
P.H. Brookes.

Assigned readings available from COE Copy  
Center:

- TECH 176; 8-12:00 and 1:00-5:00 pm.

### COURSE OVERVIEW



[http://www.unm.edu/~susanrc/Site/SPCD\\_587.html](http://www.unm.edu/~susanrc/Site/SPCD_587.html)

- Check this every week for handouts before coming to class.

Review course rationale, content, policies, and assignments

Consider what literacy is – how has it been defined? What are  
the implications of how it is defined?

Consider taking advantage of the  
Graduate Resource Center  
workshops and individual support.



Mesa Vista Hall, Suite 1057  
Available for one-on-one assistance with a variety of  
writing tasks (and with statistics).

Call 277-1407  
<http://unmgrc.unm.edu>

## DEFINING LITERACY

**What types of literacy instruction have been provided for students with moderate or severe disabilities?**

## NOTIONS OF LITERACY

"There is no single notion of literacy as a skill which people possess or not, but multiple literacies. We all engage in both oral and written practices and in learning new literacies at different stages of our lives, for example, the literacy demands of digital technologies. The concept of "situated literacies" draws attention to how the social, cultural and political context shapes the ways in which people acquire and use literacy." (UNESCO, 2008, p 10)

## SOME DOCUMENTED, SUCCESSFUL READING INTERVENTIONS FOR INDIVIDUALS WITH INTELLECTUAL DISABILITY

- Multisensory, kinesthetic, tracing, sight words – 1800; 1837
- Glow-in the dark (**phosphorus**) chalk method
- Short connected texts, sentence strips, word cards, 1866
- Phonics, 1900
- Language Experience, 1950

### SOME DOCUMENTED, SUCCESSFUL READING INTERVENTIONS FOR INDIVIDUALS WITH INTELLECTUAL DISABILITY

- Emergent literacy practices, 1991, 1994, 1996
- Sight word instruction, 1980s
- Technology combined with emergent literacy practices, 1990s
- Phonics-based approaches
- Comprehensive instructional approach (including all areas of reading: vocabulary, phonemic awareness & word recognition [automatic and mediated], fluency, comprehension, writing) (2011)

### TWO CONTRASTING VIEWS OF LITERACY

(KAREN ERICKSON, PH.D., THE CENTER FOR LITERACY & DISABILITY STUDIES)

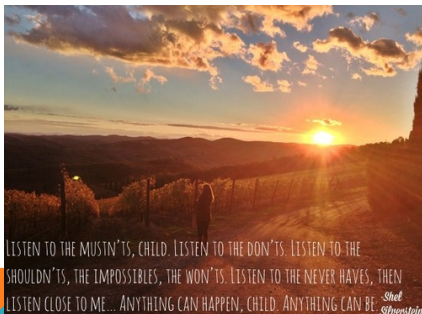
#### **Readiness Model**

- Literacy is learned in a predetermined, sequential manner that is linear, additive, and unitary.
- Literacy learning is school-based.
- Literacy learning requires mastery of certain pre-requisite skills
- Some children will never learn to read

#### **Current/Emergent View**

- Literacy is learned through interaction with and exposure to all aspects of literacy (i.e., listening, speaking, reading, and writing).
- Literacy is a process that begins at birth and perhaps before
- Literacy abilities/skills develop concurrently and interrelatedly
- All children can learn to use print meaningfully.

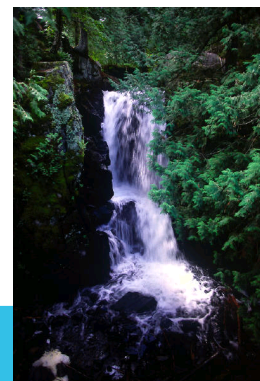
Taken from Paula Kluth, TASH, 2004)



Be open to the potential in *each* of your students.

“...WATERFALLS  
FALLING FROM MY  
FINGERS...”

(D. WILLIAMS, P. 242)



<http://www.donnawilliams.net/>

### Least Dangerous Assumption

AND, IF OUR STUDENTS DON'T DEVELOP CONVENTIONAL LITERACY SKILLS, WHAT HAVE WE LOST BY GIVING THEM OPPORTUNITY FOR AND ACCESS TO LITERACY?

AND WHAT MIGHT OUR STUDENTS HAVE GAINED BY OUR HAVING HIGH EXPECTATIONS FOR THEM AND PROVIDING SYSTEMATIC, EFFECTIVE INSTRUCTION?

### FOR NEXT WEEK



➤ Read: Chapter 3 in your text, Katims, and pp. 249-274 in Lipson & Wixson.

➤ Get your background check done

➤ Be working on the Plagiarism Tutorial

➤ Look over the description and template for the Literacy Project and have ready any questions you need answered.

➤ Find a student to work with for the Literacy Project