Applying Universal Design to Reading Instruction for Students with ASD
Agenda

- Universal Design
- Literacy Instruction
- Adaptive books
- Who are adaptive books for and why should we use them?
- Examples of adaptive text
- Activity
- Questions
Universal Design

• “The CCSS were designed to be open to UDL in that unless a specific skill is required, they allow the teacher to make determinations about how a student will access and demonstrate knowledge” (p. 72)

• The three main principals of UDL:
  “Provide students with multiple means of representation, action and expression, and engagement” (p. 73).

Literacy Instruction in an Inclusive Setting

- Phonological awareness/Phonemic awareness
- Sight word recognition
- Phonics
- Fluency
- Reading comprehension
- Phonics
- Fluency
- Listening Comprehension
- Writing
- Attitudes toward literacy activities
- Language
- Early literacy/Concepts about print

Copeland, Keefe, & Luckasson in Copeland and Keefe, 2018)
Defining Adaptive Books

- Text, pictures, and other features of the text that has been changed to meet the needs of an individual.

(Lane and Ruppar, p. 274, Developing language and communication, 2018)
Defining Adaptive Books

- Examples of individual characteristics and needs for support that may preclude someone from accessing texts and other literacy materials include, but are not limited to:
  - Motor impairments that prevent the turning of a page or impede the ability to hold a book steadily
  - Intellectual and developmental disability (IDD) that impedes learning generally, and literacy learning specifically
  - Sensory impairments that interfere with or prevent someone from seeing printed words or hearing oral language content presented either in person or in an audio format

(Lane and Ruppar, p. 274, Developing language and communication, 2018)
Defining Adaptive Books

Examples of individual characteristics and needs for support that may preclude someone from accessing texts and other literacy materials include, but are not limited to:

- Learning disabilities that inhibit appropriate progression in literacy development
- Psychosocial challenges accompanying poverty and other risk factors that impede physical, mental, and emotional development

(Lane and Ruppar, p. 274, Developing language and communication, 2018)
Who are adaptive books for?

- Deciding who needs adaptive text.
- Norma Dyck and Jane B. Pemberton
- Who do you think would benefit from adaptive text? Why?
Why should we use adaptive books?

- Access to literacy
- Access to the world
- Freedom
- Self-sufficient
Examples

- Wordless Picture Books
- Simplifying complex text
- Low tech
- Mid/high tech
Activity!

- Choose one of the passages provided (3-5 mins)
- Adapt this passage for a student or family member (10 mins)
- Volunteers to share with the group (2-5 mins)
Think and Reflect

Think about your students or family member.

Think about a few different ways you could adapt a text to support that individual's literacy needs?