Literacy and Numeracy for Learning and Life

Special Education Support Service
Literacy Session 2

ASD

Literacy and Numeracy for Learning and Life

Special Education Support Service
Literacy and Numeracy for Learning for Life

Definition of Literacy

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

*Literacy & Numeracy for Learning and Life 2011, p.*
Skill in oral language a developmental pre-cursor to reading acquisition

Planned language learning experiences can enrich vocabulary
The Cognitive Foundations of Learning to Read: A Framework

The Cognitive Foundations of Learning to Read: A Framework

1. **big picture** understanding

2. **good assessment**

3. **focused and purposeful interventions**
What do we mean when we talk about communication and language?

How do we communicate?

What does communication look like in your school?
Communication

Communication is the exchange of ideas, information, thoughts and feelings.
Channels of Communication
Effective Interpersonal Communication

TOLERANCE
Support Materials
VALUES

Subject Area

Behaviour

Confidence

Empathy

SKILLS

Paraphrase
Summarise

Questions

Listening

Patience

Flexibility

Appropriate language

Special Education Support Service
Non-Verbal Communication
Non-Linguistic
- Gesture
- Posture
- Eye Contact
- Facial Expression
- Head / Body Movement
True or False

1. Pupils with speech disorders have difficulty with vocabulary
2. Articulation is fully developed at age 6.
3. Pupils with a language disorder have difficulty conveying what they mean.
4. The use of language in a social context is called morphology.
5. Pupils with language disorders have difficulty with expression and understanding of language.
Speech disorders include

- problem producing speech sounds (articulation disorders)
- controlling sounds that are produced (voice disorders)
- controlling the rate and rhythm of speech (fluency disorders)
Model of Language
Components of Language

- Phonology
- Morphology
- Semantics
- Syntax
- Pragmatics
Components of Language

- **Phonology**: the sound system of a language

- **Morphology**: study of word formation
  - free morpheme: tidy danger
  - bound morpheme: untidy dangerous

- **Semantics**: the meaning of words, bits of words and phrases and sentences
  - The girl loved the boy
  - The boy loved the girl

- **Syntax**: grammar system of a language - the way that words and parts of words combine in phrases and sentences

- **Prosody**

- **Pragmatics**: how we use language in different situations and how we convey feelings
Importance of Language

• Language enables us to make our needs, opinions and ideas known

• Language is important for cognitive development; without language we lack much of the raw material with which to reason and think

• Positive social interactions with other people are heavily dependent upon effective language and communication skills

• Language is important for regulating our own behaviour and responses (self-talk)

(adapted from Westwood, 2003)
Communication / Language Difficulties

- Learning disability
- Hearing impairment
- Physical disability e.g. cerebral palsy
- Structural abnormality e.g. cleft palate
- Autistic spectrum disorder
- Dyspraxia (DCD)
- Dyslexia
- Specific Speech and Language Difficulty
Speech Language & Communication needs

- Expressive Language: Word Finding Difficulties
- Pragmatics: Social Use of language
- Receptive language: Processing & Comprehension
- Speech Clarity & Fluency:

Special Education Support Service
Receptive Language Skills

- Attention
- Listening
- Auditory processing
- Memory
- Sequencing skills
- Understanding vocabulary
- Conceptual language
- Grammatical concepts
- Inferential language
- Reasoning skills

‘In one ear and out the other’

‘Kick the bucket’
Auditory Processing

Processing Chain

- **Auditory Processing**: The accuracy and speed with which the brain processes information from the ears.
- **Phonological Processing & Awareness**: Awareness that words are made up of sounds. Tasks include rhyming, blending, segmenting.
- **Phonics**: Relating sounds to letters.
- **Decoding**: Applying letter-sound relationships to read written words.

Special Education Support Service
The Processing Loop
Central Executive
Monitors and coordinates all other functions in working memory

Visuo-spatial Sketch Pad
Encodes visual information in terms of separate objects as well as the arrangement of these objects in one’s visual field

Episodic Buffer
Receives input from many sources, temporarily stores this information, and then integrates it in order to construct a mental episode of what is being experienced

Phonological Loop
Subdivided into phonological store (inner ear) and articulatory process (inner voice). Encodes speech sounds into working memory, typically involving maintenance rehearsal. This is why it is referred to a ‘loop’.

Long-term Memory
Memory

From Sensory Memory

Working Memory

Rehearsal

To Long-Term Memory Storage

Semantic
Episodic
Procedural
Automatic
Emotional
Memory Pathways - Strategies

**Semantic**: Provide context – a ‘coat hook’

**Episodic**: Visual Prompts – colour coding, display boards, visual cues

**Procedural**: Add movement – finger spelling, tapping syllables, ‘sky-writing’

**Automatic**: Add music, a jingle, mnemonics

- necessary: not every cat eats sardines – some are really yummy

**Emotional**: Music, costume, role-play
Expressive Language Skills

- Use of vocabulary
- Word order
- Sequencing ideas, events
- Sentence structure
- Use of verb tenses etc
- Social communication
- Asking questions
- Responding to questions
- Making requests
Pragmatics

• Irrelevant / inappropriate remarks
• Turn-taking
• Listener / speaker relationship
• Eye contact
• Staying on topic
• Limited language use
  • jokes; predict outcomes; needs / feelings; imaginative; explain; central meaning.
• Stereotypical phrases
Reading and writing float on a sea of talk
Britton 1973
2. Challenges for Pupils with ASD
ASD and Language and Communication

Social Interaction

Social Communication

Social Imagination and Flexible Thinking
### ASD and Language and Communication

<table>
<thead>
<tr>
<th>Theory of Mind</th>
<th>Central Coherence</th>
<th>Executive Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Empathy</td>
<td>• Processing information in piecemeal fashion</td>
<td>• Forward Planning</td>
</tr>
<tr>
<td>• Sequencing</td>
<td>• Inability to see the whole picture</td>
<td>• Impulse Control</td>
</tr>
<tr>
<td>• Mind Reading</td>
<td></td>
<td>• Organised searching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adaptive Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cognitive flexibility</td>
</tr>
</tbody>
</table>

Special Education Support Service
Sensory Processing

- Auditory
- Visual
- Olfactory
- Gustation
- Tactile
- Vestibular
- Proprioceptive
Expressive and Receptive Language and Autism

- Intent to communicate
- Reciprocal communication
- Expressive/Receptive Mismatch
  - Aloof, Passive, Active but Odd, Overformal/Stilted
- Literal comprehension
- Verbal/Non-Verbal
- Echolalia
- Hyperlexia
Stop and Think..

- Communication
- Collaboration
- Assessment
- SSE
- Literacy
- Support & CPD
- Raising Awareness & Understanding
- Learning
- Teaching
- Handout - Reflection
Ensure that schools prioritise the **tracking, assessment and analysis** of the **achievement** of students with special educational needs as part of the school’s self-evaluation and improvement process.
What is Assessment?

Assessment is the process of gathering, recording, interpreting, using and reporting information about a child’s progress and achievement in developing knowledge, skills and attitudes.

‘Assessment in the Primary School Curriculum – Guidelines for Schools’
(NCCA)
‘If I had to reduce all of educational psychology to just one principle I would say this: the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.’

Gathering Data - Assessment

**Assessment Cycle**

1. Identify
2. Select
3. Apply
4. Evaluate
5. Improve

**SSE Six Steps**

- Gather the evidence
- Implement and monitor improvement plan
- Devise a 3-year school improvement plan
- Write school self-evaluation report
- Analyse the evidence
- Make judgements about strengths and areas for development
“In re-envisioning assessment in the primary school, the guidelines build on these functions, and focus on two principle approaches to assessment.”

These interrelated and complementary approaches emphasise two aspects of assessment that are central to the teacher’s work.
Purpose of Assessment

- **1) Formative:**
  - Identify needs, modify Curriculum, create learning context & adopt teaching strategies.

- **2) Summative:**
  - Summary for Reporting

- **3) Evaluative:**
  - Mediation of the Curriculum.

- **4) Diagnostic:**
  - Identifies areas of difficulties.
**Assessment for Learning (AfL)**

*The teacher uses evidence on an on-going basis to inform teaching and learning.*

**Assessment of Learning (AoL)**

*The teacher uses information from AoL for reporting, particularly to parents and other teachers.*
Assessment provides essential information in relation to:

- a student’s development
- sharing information with parents/relevant personnel
- matching the student’s learning to the curriculum
- the effectiveness of the teaching programme
- progress / achievement
Assessment provides the answers to questions, such as:

Where is the student **now** in his / her learning?

Where is the student **going** in his / her learning?

How will the student get to the **next point** in his / her learning?
Types of Assessment

**Formal**

- Autism Specific Standardised Tests

**Informal**

- Checklists, Teacher Observation, Teacher Designed Tasks/Tests etc.
When you have Autism

Work is play

Play is work
Developmental stages of Play

- Sensory/Motor exploration
- Cause and effect exploration
- 1 step functional use of materials
- Simple routines or functional sequences
- Imaginative or symbolic
Teaching Sequence

Must begin with Assessment:
- of interests
- of developmental level of play

Teach specific play skills

Generalise to independent play and then gradually to social play.
# Play and Imagination

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Manipulative/Exploratory** | - Mouthing, waving, banging shaking object  
- Examines novel toy   
- Plays with objects using appropriate actions e.g. shakes bell, throws ball |
| **Cause and Effect**    | - Makes a toy work, e.g. presses button  
- Rolls ball to knock skittles down   
- Searches for and finds objects during play |
| **Interactive**         | - Tolerates adults presence during play  
- Will give object to adult during play  
- Responds to play routines with enjoyment  
- Initiates games/routines |
| Pretend Play - Functional | Uses objects out of context and without situational cues, e.g. puts empty cup to mouth  
| Will play functionally with objects, e.g. gives doll drink, pushes car into garage  
| Will use miniature representational toys, e.g. Playmobil |
| Pretend Play - Symbolic | Uses toy/material as if it were something else, e.g. banana for microphone, stick for spoon  
| In imitation, engages in linked sequence of actions, e.g. takes doll for a walk to park, goes on swings/slides/home to bed  
| Will make toy feel something, e.g. crying/angry |
| Pretend Play - Fantasy | Child will be someone else, e.g. dog/Dad/nurse/Superman  
| Adopts and acts out a role, e.g. bus-driver/pilot/teacher |
| Pretend Play – Social | Little contact with peers  
| Watches peers playing  
| Joint focus in play  
| Role enactment |
Levels of Social Development

- Proximity of others and Parallel activities
- Watching others and Imitation
- Responding
- 1 step initiation to others
- Following and understanding rules
- Reciprocal interaction
Basic Social Skills Assessment Chart

- Basic Conversion Skills
- Perception of Emotions
- Basic Non-Verbal Skills
- Non-Verbal Responses
- Voice Quality
- Quality of Speech
- Content of Speech
- Listening Skills

Social Skills Training
Nfer Nelson

Special Education Support Service
Basic Social Skills Assessment Chart

**SCORE SHEET**

Young person's name: ____________________________

His/Her age: ____________________________

Date: ____________________________

Assessor: ____________________________

Please record the performance rating of the above-named young person for specific skills, as determined by the Basic Social Skills Assessment Chart.

<table>
<thead>
<tr>
<th>Social Skill</th>
<th>Rating (1–5)</th>
<th>Social Skill</th>
<th>Rating (1–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Non-Verbal Skills</td>
<td></td>
<td>Quality of Speech</td>
<td></td>
</tr>
<tr>
<td>Facial expression</td>
<td></td>
<td>Amount spoken</td>
<td></td>
</tr>
<tr>
<td>Posture</td>
<td></td>
<td>Latency of response</td>
<td></td>
</tr>
<tr>
<td>Gestures</td>
<td></td>
<td>Hesitations and pauses</td>
<td></td>
</tr>
<tr>
<td>Eye contact</td>
<td></td>
<td>Dysfluencies</td>
<td></td>
</tr>
<tr>
<td>Non-Verbal Responses</td>
<td></td>
<td>Content of Speech</td>
<td></td>
</tr>
<tr>
<td>Social distance</td>
<td></td>
<td>Repetitions</td>
<td></td>
</tr>
<tr>
<td>Fiddling movements</td>
<td></td>
<td>Interruptions</td>
<td></td>
</tr>
<tr>
<td>Smiling and laughter</td>
<td></td>
<td>Interest content</td>
<td></td>
</tr>
<tr>
<td>Head movements</td>
<td></td>
<td>Relevancy of conversation</td>
<td></td>
</tr>
<tr>
<td>Voice Quality</td>
<td></td>
<td>Listening Skills</td>
<td></td>
</tr>
<tr>
<td>Tone and pitch</td>
<td></td>
<td>Personal self-disclosures</td>
<td></td>
</tr>
<tr>
<td>Volume</td>
<td></td>
<td>Question-type feedback</td>
<td></td>
</tr>
<tr>
<td>Rate</td>
<td></td>
<td>Reflections, paraphrasing</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td></td>
<td>or summarizing</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td>Acknowledgements</td>
<td></td>
</tr>
</tbody>
</table>

Basic Conversation Skills

- Length of reply to questions
- Information content
- Frequency of question asking
- Frequency of initiations

© Susan H. Spence, 1995. All rights reserved.

From the Photocopiable Resource Book sold as part of Social Skills Training: Enhancing Social Competence with Children and Adolescents (Code 4320 01 6). Once the invoice has been paid, this sheet may be photocopied for use within the purchasing institution only.

Published by NFER-NELSON Publishing Company Ltd., Darville House, 2 Oxford Road East, Windsor, Berkshire SL4 1DE, UK.
Formal Assessments

- PEP-3
  - Psychoeducational Profile

- TTAP
  - TEACCH Transition Assessment Profile

- VB-MAPP
  - Verbal Behaviour Milestones Assessment and Placement Program

- ABLLS
  - The Assessment of Basic Language and Learning Skills
Developmental Subtests

- Cognitive Verbal/Preverbal
- Expressive Language
- Receptive Language
- Communication composite measures a child’s ability to speak, listen, read and write
Developmental Subtests

- Fine Motor
- Gross Motor
- Visual-Motor Imitation

The motor composite includes eye-hand coordination

Special Education Support Service
Maladaptive Behaviour Subtests

- Affective Expression
- Social Reciprocity
- Characteristic Motor Behaviours
- Characteristic Verbal Behaviours
Caregiver Report

Completed by parents or caregivers based on daily observations of the child

Consists of two parts:

- Estimates the child’s current developmental level in several areas
- Estimates the degree of problems in different diagnostic categories
PEP-3

Special Education Support Service
## Section 1. Identifying Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Tested</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Birth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent’s Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examiner’s Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Section 2. Record of Subtest Scores

<table>
<thead>
<tr>
<th>Performance Subtests</th>
<th>Raw Score</th>
<th>Developmental Age</th>
<th>%ile Rank</th>
<th>Developmental/Adaptive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cognitive Verbal/Preverbal (CVP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Expressive Language (EL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Receptive Language (RL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fine Motor (FM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Gross Motor (GM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Visual–Motor Imitation (VMI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Affective Expression (AE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Social Reciprocity (SR)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Characteristic Motor Behaviors (CMB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Characteristic Verbal Behaviors (CVB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caregiver Report Subtests</th>
<th>Raw Score</th>
<th>Developmental Age</th>
<th>%ile Rank</th>
<th>Developmental/Adaptive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problem Behaviors (PB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Personal Self-Care (PSC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adaptive Behavior (AB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Section 3. Record of Composite Scores

<table>
<thead>
<tr>
<th>Composites</th>
<th>CVP</th>
<th>EL</th>
<th>RL</th>
<th>FM</th>
<th>GM</th>
<th>VMI</th>
<th>AE</th>
<th>SR</th>
<th>CMB</th>
<th>CVB</th>
<th>SS Sum</th>
<th>%ile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (C)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor (M)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maladaptive Behaviors (MB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional copies of this form (*$1989$*) may be purchased from
PRO-ED, 8700 Shool Creek Blvd., Austin, TX 78757-6897
800/897-3202, Fax 800/397-7633, www.proedinc.com
### Section 6. Profile of Developmental Ages

<table>
<thead>
<tr>
<th>Age in Months</th>
<th>CVP</th>
<th>EL</th>
<th>RL</th>
<th>FM</th>
<th>GM</th>
<th>VMI</th>
<th>PSC</th>
<th>Age in Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td>83</td>
</tr>
<tr>
<td>82</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td>83</td>
</tr>
<tr>
<td>81</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>83</td>
</tr>
<tr>
<td>80</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>79</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>78</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>77</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>76</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>75</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>74</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>73</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>72</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>71</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>70</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>69</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>68</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>67</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>66</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>65</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>64</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>63</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>62</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>61</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>60</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>59</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>58</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>57</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>56</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>55</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>54</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>53</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>52</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>51</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>50</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>49</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>48</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>47</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>46</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>45</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>44</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>43</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>42</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>41</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>40</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>39</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>38</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>37</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>36</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>35</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>34</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>33</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>32</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>31</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>30</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>29</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>28</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>27</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>26</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>25</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>24</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>23</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>22</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>21</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>20</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>19</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>18</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>17</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>16</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>15</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>14</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>13</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>12</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>11</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>10</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>9</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>8</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>7</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>6</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>5</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>4</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>3</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>1</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>0</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>83</td>
</tr>
</tbody>
</table>

### Figure 3.1. Continued.
TTAP
TEACCH Transition Assessment Profile
SECOND EDITION
Gary Mesibov
John B. Thomas
S. Michael Chapman
Eric Schopler
TTAP ASSESSES:

- Vocational Skills
- Vocational Behaviours
- Independent Functioning

Special Education Support Service
TTAP Assesses:

- Leisure Skills
- Functional Communication
- Interpersonal Behaviour
GUIDE
A Language and Social Skills Assessment Program
for Children with Autism or Other Developmental Disabilities

VB-MAPP
Verbal Behavior Milestones Assessment and Placement Program

Mark L. Sundberg, Ph.D.
VB-MAPP Overview

1. VB-MAPP Milestones Assessment
2. VB-MAPP Task Analysis and Skills Tracking
3. VB-MAPP Barriers Assessment
4. VB-MAPP Transition Assessment
5. VB-MAPP Placement and IEP Goals

Special Education Support Service
1. **Milestones Assessment**

- **Purpose**: To tell you the child’s existing verbal and related skills – OPERANT level.

- **Three developmental levels here** –
  - **Level 1** – 0-18 months
  - **Level 2** – 18-30 months
  - **Level 3** – 30-48 months

- **Total of 170 measureable learning and language milestones**
VB-MAPP Task Analysis and Skills Tracking

The Milestones are the major skills in each area tied to typical developmental milestones.

This section adds almost 900 sub-skills related to the Milestone skills for assessment and teaching.

Provide wide range of activities for parents and teachers.
VB-MAPP Barriers Assessment

Identifies 24 common learning and language acquisition barriers for children with autism

Identifying which of these apply to specific children allows us to intervene to help to overcome them.
VB-MAPP Transition Assessment

- Assesses the extent to which the child can make meaningful progress
- Uses summary scores from the first two overall assessments
- Variety of other classroom skills

Special Education Support Service
VB-MAPP Placement and IEP Goals

Provides direction for the milestones in terms of selecting and writing IEP goals and targets for children.
# The Assessment of Basic Language and Learning Skills

*An Assessment, Curriculum Guide, and Skills Tracking System for Children with Autism or Other Developmental Disabilities*

**ABLLS™-R Protocol**

*James W. Partington, Ph.D., BCBA*

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Assessment</th>
<th>Age (years &amp; months)</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Basic Learner Skills Assessment

- Cooperation and Re-inforcer Effectiveness
- Visual Performance
- Receptive Language
- Imitation
- Vocal Imitation
- Requests
- Labeling
- Intraverbals
- Spontaneous Vocalizations
Basic Learner Skills Assessment

- Cooperation and Reinforcer Effectiveness
- Visual Performance
- Receptive Language
- Imitation
- Vocal Imitation
- Requests
- Labeling
- Intraverbals
- Spontaneous Vocalizations

Special Education Support Service
Basic Learner Skills Assessment

- Syntax and grammar
- Play and Leisure
- Social Interaction
- Group Instruction
- Follow Classroom Routines
- Generalized Responding

Special Education Support Service
Academic Skills Assessment

- Reading Skills
- Maths Skills
- Writing Skills
- Spelling
### Sample of Assessment and Basic Language and Learning Skills

#### PL & LEISURE SKILLS

<table>
<thead>
<tr>
<th>TASK</th>
<th>SCORE</th>
<th>TASK NAME</th>
<th>TASK OBJECTIVE</th>
<th>QUESTION</th>
<th>EXAMPLES</th>
<th>CRITERIA</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td>0 1 2</td>
<td>Explores toys in the environment</td>
<td>The student will actively explore a variety of toys in the environment.</td>
<td>Does the student actively explore available toys?</td>
<td>2= manipulates a toy or toys for at least 2 of a 10 minute period, 1= picks up and/or manipulates at least 1 toy in a ten minute period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2</td>
<td>0 1 2</td>
<td>Allows others to manipulate/toy toys</td>
<td>The student will be able to allow adults and children to be near them while they are playing with toys and allow others to occasionally manipulate the toys during the interaction.</td>
<td>Does the student allow you to be near him when he is playing with toys and allow you to occasionally touch or move the toys he is using?</td>
<td>2= allows other students or adults to occasionally manipulate toys that they are using, 1= allows other students to be near them when playing with a toy.</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>K3</td>
<td>0 1 2</td>
<td>Independent outdoor activities</td>
<td>The student will be able to engage in appropriate independent outdoor activities.</td>
<td>Does the student engage in appropriate independent outdoor play activities?</td>
<td>4= selects and engages in at least 3 activities for at least 15 minutes, 3= 3 activities for 10 minutes, 2= 2 activities for 10 minutes, 1= 2 activities for 5 minutes</td>
<td>Modified</td>
<td></td>
</tr>
<tr>
<td>K4</td>
<td>0 1 2</td>
<td>Independent indoor leisure activities</td>
<td>The student will be able to engage in appropriate independent indoor leisure activities.</td>
<td>Does the student engage in appropriate independent indoor leisure activities?</td>
<td>4= selects and engages in at least 3 activities for at least 15 minutes, 3= 3 activities for 10 minutes, 2= 2 activities for 10 minutes, 1= 2 activities for 5 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K5</td>
<td>0 1 2</td>
<td>Plays with toys/manipulates toys as designed</td>
<td>The student will actively play with toys as designed.</td>
<td>Does the student actively play with toys?</td>
<td>2= plays with at least two toys as designed without prompts for up to 10 minutes, 1= plays with at least one toy as designed for up to 10 minutes with occasional prompts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K6</td>
<td>0 1 2</td>
<td>Independently plays with toys and engages in verbal behavior</td>
<td>The student will talk while engaging in independent play activities.</td>
<td>Does the student talk while playing by himself?</td>
<td>4= while playing independently, engages in at least 10 verbal responses in a 20 minute period, 3= 5 verbal responses, 2= 2 verbal responses, 1= 1 verbal response in a 20 minute period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K7</td>
<td>0 1 2</td>
<td>Multiple responses with toys related to a theme</td>
<td>The student will play with toys consistent with an identifiable theme (e.g., cooking implements, dolls, action figures).</td>
<td>Does the student play with toys (multiple responses) consistent with an identifiable theme?</td>
<td>4= spontaneously does at least 5 activities for 2 toys 3= at least 5 activities for 2 toys 2= at least 5 related activities with one toy, 1= spontaneously does at least 2 related activities with one toy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Copyright © 1994-2008 By Behavior Analysts, Inc.*

---

**Special Education Support Service**
Assessment of Language

Assessment of Comprehension and Expression 6-11 (ACE)
Bracken (Revised Edition)
Renfrew Scale
Reynell Developmental Language Scales
The Pragmatics Profile of Everyday Communication Skills in Children

-wwwedit.wmin.ac.uk/psychology/pp/children.htm
-www.hopepubl.com
ASD

PEP – 3

VB-MAPP
Special Education Support Service

ABLLS-R
## Informal Assessment

### Part 3: RESPONSE PROFILE

<table>
<thead>
<tr>
<th>Suggested colour key: 1 – Blue</th>
<th>2 – Green</th>
<th>3 – Yellow</th>
<th>4 – Orange</th>
<th>5 – Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ability to use gesture etc., 1:1</td>
<td>a) ability to respond when called by name</td>
<td>a) ability to have varied interests</td>
<td>a) ability to find ways round classroom</td>
<td></td>
</tr>
<tr>
<td>b) ability to use gesture etc., in groups</td>
<td>b) ability to follow verbal instr. – 1:1</td>
<td>b) ability to share interests</td>
<td>b) ability to find way round school</td>
<td></td>
</tr>
<tr>
<td>c) ability to follow social cues – 1:1 (adults)</td>
<td>c) ability to follow verbal instr. – group</td>
<td>c) ability to change behaviour in situation</td>
<td>c) ability to sit still</td>
<td></td>
</tr>
<tr>
<td>d) ability to follow social cues – 1:1 (children)</td>
<td>d) ability to follow verbal instr. – class</td>
<td>d) ability to accept changes in routines etc</td>
<td>d) ability to sit amongst a small group</td>
<td></td>
</tr>
<tr>
<td>e) ability to follow social cues in a group</td>
<td>e) ability to take turns in conversations</td>
<td>e) ability to play imaginatively alone</td>
<td>e) ability to sit amongst a large group</td>
<td></td>
</tr>
<tr>
<td>f) ability to share an activity – other children</td>
<td>f) ability to initiate conversations</td>
<td>f) ability to play imaginatively with others</td>
<td>f) ability to find and organise equipment</td>
<td></td>
</tr>
<tr>
<td>g) ability to share an activity – adult</td>
<td>g) ability to change topic of conversation</td>
<td>g) ability to accept others' point of view</td>
<td>g) ability to write legibly/draw accurately</td>
<td></td>
</tr>
<tr>
<td>h) ability to develop peer friendships</td>
<td>h) ability to maintain conversation</td>
<td>h) ability to generalise learning</td>
<td>h) ability to get changed without help</td>
<td></td>
</tr>
<tr>
<td>i) ability to seek comfort/affection</td>
<td>i) ability to show awareness of listener need</td>
<td>i) ability to transfer skills across curriculum</td>
<td>i) ability to organise movements in PE</td>
<td></td>
</tr>
<tr>
<td>j) ability to offer comfort/affection</td>
<td>j) ability to give approp. non-verbal signals</td>
<td>j) ability to plan an event or task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) ability to share in others' enjoyment</td>
<td>k) ability to change style – to suit a listener</td>
<td>k) ability to suggest explanations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l) ability to imitate other children</td>
<td>l) ability to change tone/volume of voice</td>
<td>l) ability to use inference or deduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m) ability to imitate adults</td>
<td>m) ability to respond to non-verbal signals</td>
<td>m) ability to understand implied meanings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n) ability to show different responses</td>
<td>n) ability to respond appropriately to praise</td>
<td>n) ability to tell/write an imaginative story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o) ability to respond appropriately to criticism</td>
<td>o) ability to respond appropriately to praise</td>
<td>o) ability to relate a sequence of events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p) ability to give a sequence of instructions</td>
<td>p) ability to relate a sequence of instructions</td>
<td>p) ability to give a sequence of instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>q) ability to give a sequence of instructions</td>
<td>q) ability to give a sequence of instructions</td>
<td>q) ability to give a sequence of instructions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Asperger Syndrome, Cumine, Leach, Stephenson
Informal Assessment

Autism in the Early Years

A Practical Guide

Val Cumine • Julia Leach • Gill Stevenson

David Fulton Publishers

Special Education Support Service
### OBSERVATION PROFILE

**Part 1.** Give a brief word picture of the child in the Early Years setting, noting positive points as well as concerns.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 2.**

**OBSERVED BEHAVIOURS**

*Rate, using the following key:*  
- **N** = Not present  
- **I** = Infrequent  
- **D** = Developing  
- **F** = Fluent

#### A. Social Interaction

1. **Spontaneous use of gaze**
   - Looks at adult who is talking to him
   - Follows adult gaze when adult is looking at something
   - Looks at adult's face when trying to get his/her attention
   - Looks at object, then back at adult, when indicating, pointing to or requesting something
   - Looks back at adult when (s)he is playing chase with him
   - Looks at adult to prompt the repeat of an action game or song

2. **Spontaneous maintenance of proximity**
   - Allows family members to kiss and hug him
   - When upset, goes to family members for comfort
   - Allows adult to physically interact in games of chase or 'rough and tumble'
   - Allows physical interaction during action games or songs
   - Allows adult to play alongside when engaged in an activity
   - Allows adult to intervene/share in play
   - Tolerates other children sitting nearby
   - Allows other children to physically interact in games of chase
   - Watches other children playing
   - Tolerates other children playing alongside
   - Tolerates other children intervening in his play
Stop and Think..
Literacy and Numeracy for Learning and Life
Literacy Session 3

ASD

Literacy and Numeracy for Learning and Life

Special Education Support Service
1. Sensory

2. Structured Teaching

3. Play and Social

Strategies

Special Education Support Service
Strategies for Sensory Integration

“‘Fun’ is the child’s word for sensory integration.” - Jean Ayres

Playground, backyard, kitchen

Deep-pressure

Pushing, pulling, lifting, carrying, chewing

Swing, climb, stretch, jump, dig, crawl, slide
Multi-Sensory Approach to Literacy

- Sensory profiles of students.
- Multi-Sensory Phonic Programmes
- Movement and games
- Sight word acquisition programmes
- Pupil interest
- Factual books
- Interactive books
- Be aware student may learn to decode words at a faster rate than gaining an understanding of these words.
Communication with Visual Support

- PECS
- Lamh
- Communication boards
- Choice boards
- Feelings boards
- Timetables
- Work systems
- IT/Apps
Structured Teaching

Pre-Reading Activities - Matching Pictures

‘WH’ questions words

Sandpaper Letters

Categories - Furniture

Timetable
Structured Teaching- First /Then

First I do my desk work
Then I get my choice
Visual Cues to Develop Literacy

• The little girl was sick.

• She went to the doctor.

• Now she is better.
# Structure-Story Retell

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Number of Times Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story</th>
<th>Pupil’s Retelling</th>
<th>Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td></td>
<td>What happened in the beginning? What happened next?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where did the story happen? How was the problem solved?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who were the main characters? How did the story end?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What was the problem?</td>
</tr>
</tbody>
</table>

| **Middle** | | |
| | | |
| | | How was the problem solved? |
| | | |

| **End** | | |
| | | |
| | | |
| | | |

---

Special Education Support Service
Structure: Comprehension

Title of Story

Setting

People in the story

Main Idea

Solution

Problem

Special Education Support Service
Strategies to Develop Language through Play

- DIR Floortime
- Hanen
- Intensive Interaction
- Aistear

Special Education Support Service
Strategies to Develop Language through Social Skills

- Social Stories
- Circle Time/Social Skills Groups
- Comic Strip Conversations
- Social Interaction Programmes

Special Education Support Service
Idioms and Metaphors

Special Education Support Service
Joke of the Week

Knock, Knock
Whose there?

Have you heard the one about...

Two snowmen standing in a field. One turns to the other and says, "Can you smell carrott?"

Can you smell carrott?

Jokes

Special Education Support Service
Strategies for a Lifetime

To Know it... I will learn to ...

- Reduce it
- Highlight it
- Remember it
- Practice it
- Teach it
- Check it
- Say it
- Chart it
- List it

Special Education Support Service
The link teacher for literacy is a facilitator of change for improvement.

A number of key components inform the planning, teaching and assessment of literacy in the context of your school.
1. **big picture understanding**

2. **good assessment**

3. **focused and purposeful interventions**
Working Together

Norms

When?
First meeting but always thereafter

What?
Procedural & Interpersonal

Why?
Open dialogue, trust, productive work
‘A river without banks is a pond. Likewise, a team without relationship norms leaves itself open to potential interpersonal problems.’
HOPE CONCERN IDEAS ACTION QUESTIONS
Your next step is... We are here to help.
Final Word.....

‘To effectively communicate, we must realise that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others’

Contact Details

Special Education Support Service

c/o Cork Education Support Centre
The Rectory, Western Road
Cork

Website: www.sess.ie

Telephone: 021 4254241
Callsave: 1850 200884