



Successes, Challenges, and Lessons Learned: Intensive Literacy and Behavioral Instruction for Students with Intellectual and Developmental Disabilities

Jill Allor, Charlotte Gregor, and Stephanie Hermecz

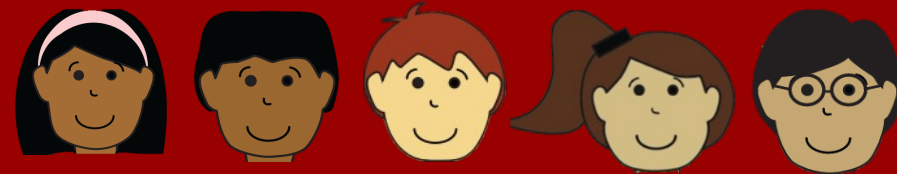
26th International Conference on Autism, Intellectual Disability & Developmental Disabilities

January 23, 2025



Agenda

- How do children learn to read?
- Our current study
- The intervention
- Case studies of students with varying needs
- Questions



Project Intensity Team



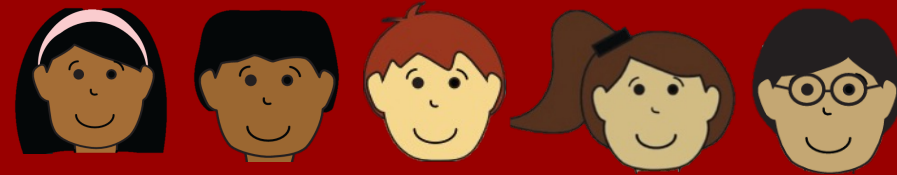
Friends on the Block Research and Development



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The Pervasive Narrative of the 95%

- Where does this narrative come from?
 - Mathes et al., 2005; Moats, 2020; Torgesen, 2004; Al Otaiba & Fuchs, 2006
- Is it true?
- Who can learn to read?
- We are working to rewrite the narrative of 95%!
 - Allor et al., 2014; Browder, Ahlgrim-Dezell, Courtade, Gibbs, & Flowers, 2008; Connor, Alberto, Compton, & O'Connor, 2014; Lemons et al., 2015



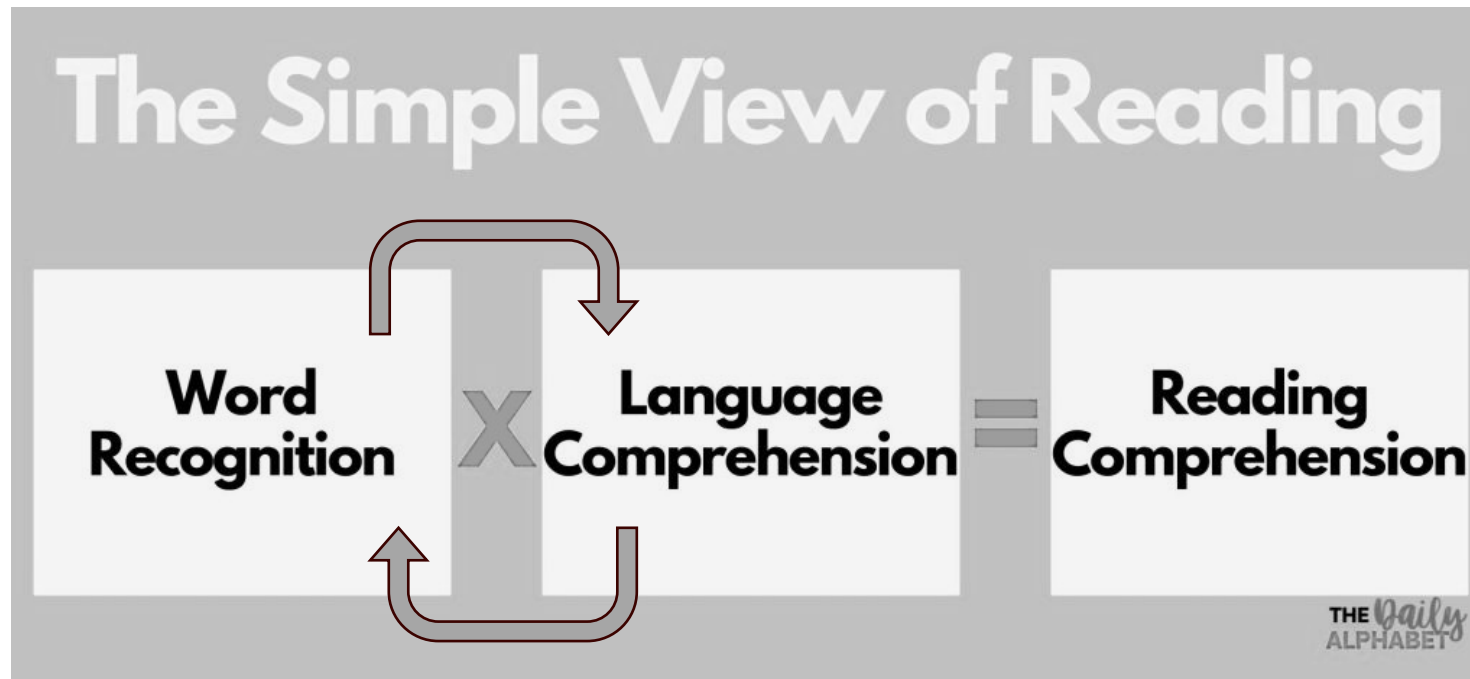
Reading: WHAT you need to learn doesn't change

- "Cultural, economic, and educational circumstances obviously affect children's progress," ... "But what they need to learn does not change."
- (Dr. Mark Seidenberg in his book *Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It*)
- Differences in necessity for intensive repetition and scaffolding certainly exist when working with students who have complex needs



The Simple View of Reading

- Decoding (code focused)
- Language Comprehension (meaning focused)
- Reading Comprehension (the goal of reading)



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Primary Research Questions

Do **students with disabilities** who experience **intensive literacy needs**, including students with intellectual and developmental disabilities, who participate in FOTB demonstrate greater **reading** and **language outcomes** compared to students who participate in BAU reading instruction?



Participants

- Gender: 61% male, 28% female
- Race: 56% African American, 30% White, 14% Hispanic/other
- Disability labels:
 - 11% Intellectual Disability
 - 46% Developmental Delay
 - 13% Autism (IQ mean=64.4; SD=17.6)
 - 20% Specific Learning Disability
 - 1% Speech/ Language Disorder
 - 1% Other Health Impairment
 - 5% Not Available



Results Summary

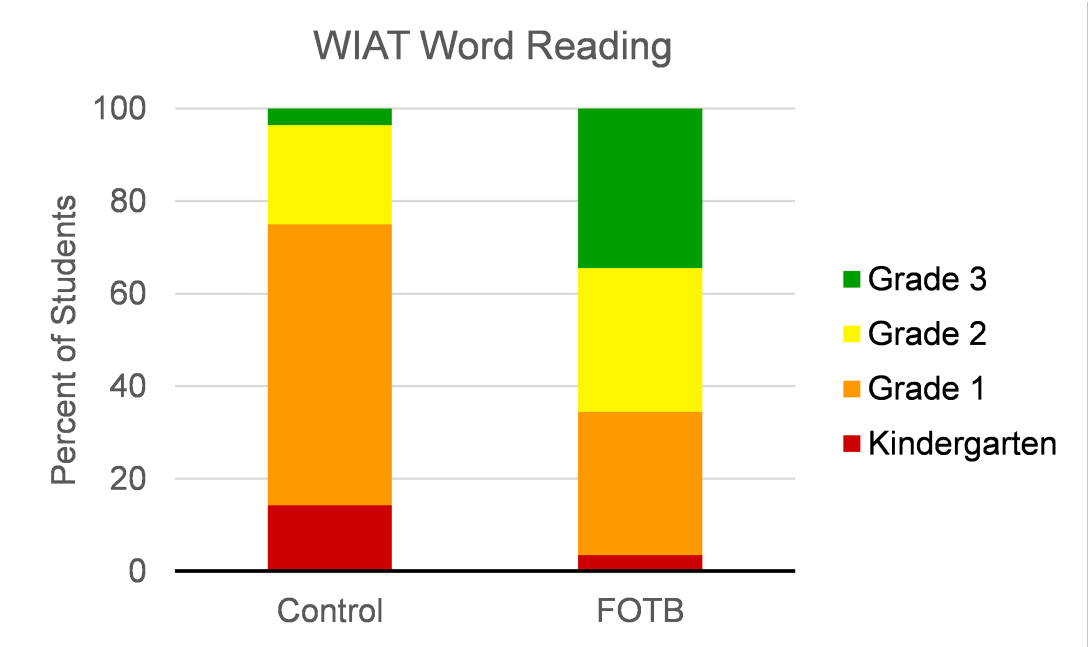
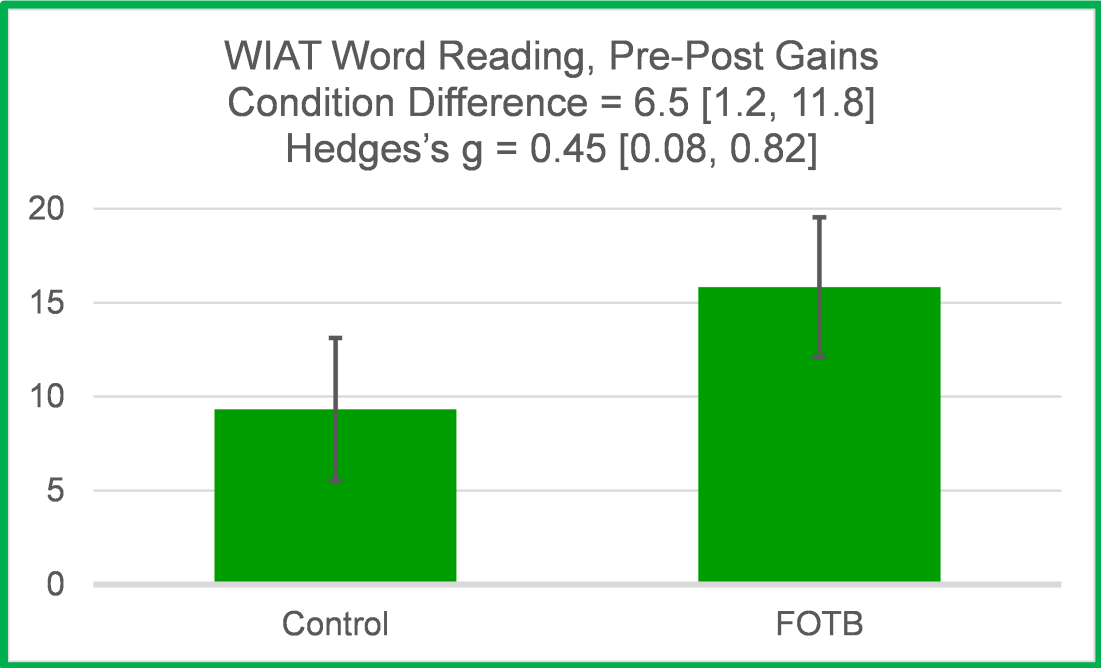
Measure	<i>p</i>	<i>g</i>
FOTB (proximal measure of target words)	.0006	1.2
CTOPP Blending	.0702	0.5
WIAT Pseudoword Decoding	.0326	0.6
WIAT Word Reading	.0326	0.4
WIAT Oral Reading Fluency	.0006	1.0
WIAT Receptive Vocabulary	.9388	0.0
WIAT Oral Discourse	.7561	-0.1
WIAT Expressive Vocabulary	.7606	-0.1
WIAT Oral Word Fluency	.4026	0.2
WIAT Reading Comprehension	.0176	0.7

Measure	<i>p</i>	<i>g</i>
WIAT Sentence Repetition	.5565	0.1
Peabody Picture Vocabulary Test	.5482	-0.1
Expressive Vocabulary	.4658	0.1
CUBED Phonological Awareness	.2208	0.3
CUBED Word ID	.0326	0.6
CUBED Decoding	.0006	0.9
CUBED Narrative Lang. Reading WPM	.0006	0.9
CUBED NL Reading Story Qs	.0310	0.6
CUBED NL Listening Story Qs	.0310	0.7
CTOPP Elision	.0018	0.8
CTOPP Sound Matching	.0136	0.9
CTOPP Phoneme Isolation	.2313	0.4

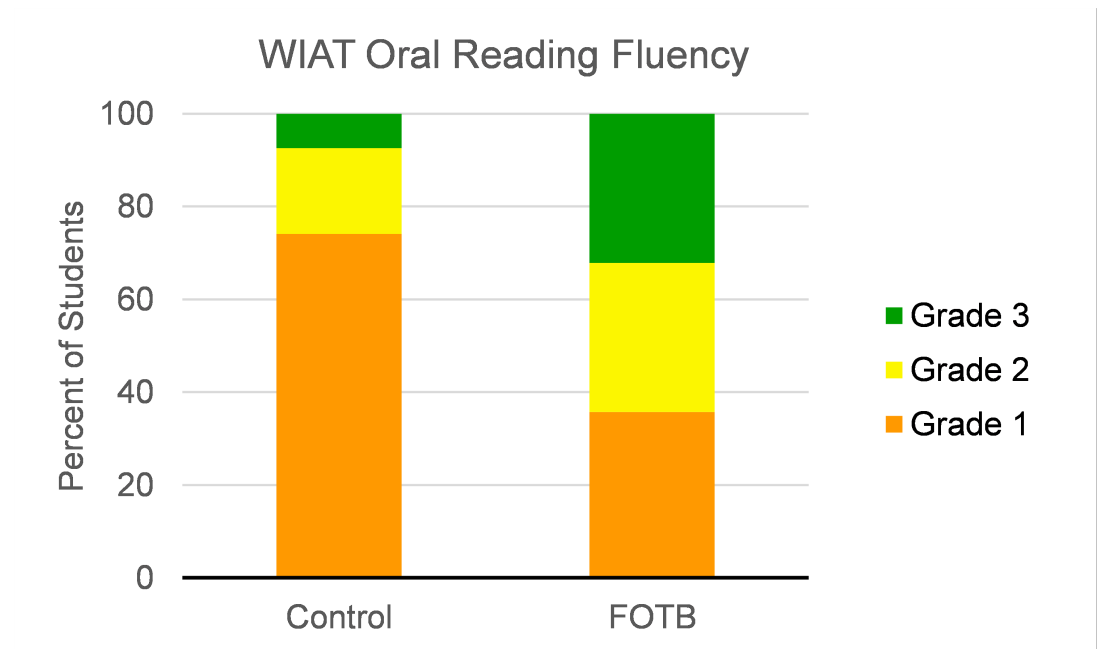
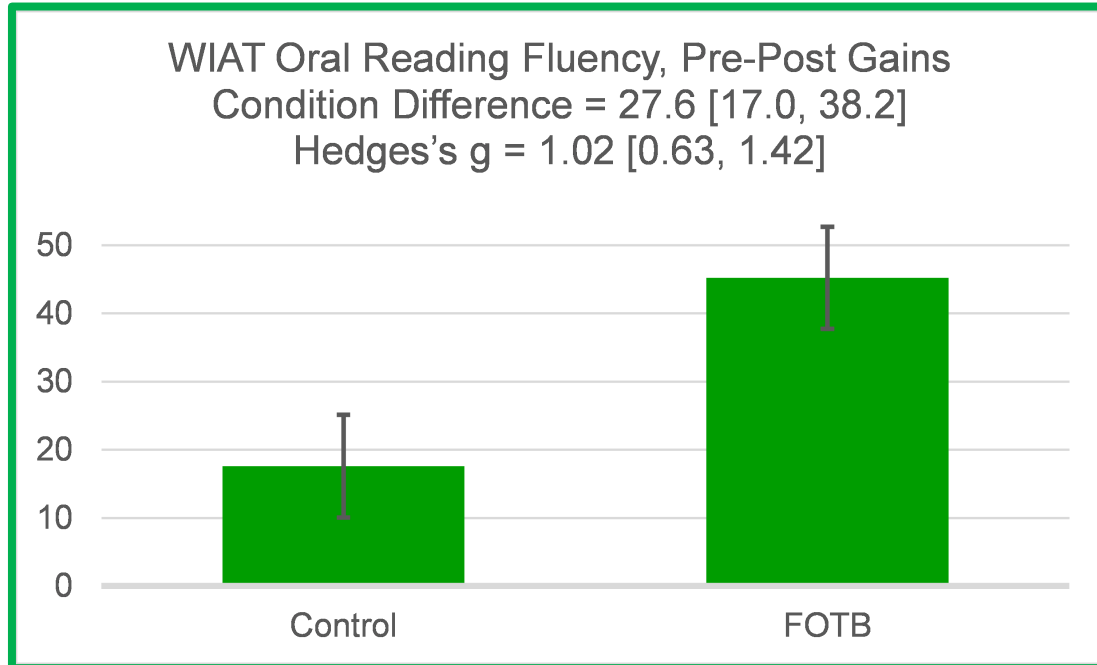
Note. *p* values adjusted with Benjamini–Hochberg correction for 22 total tests



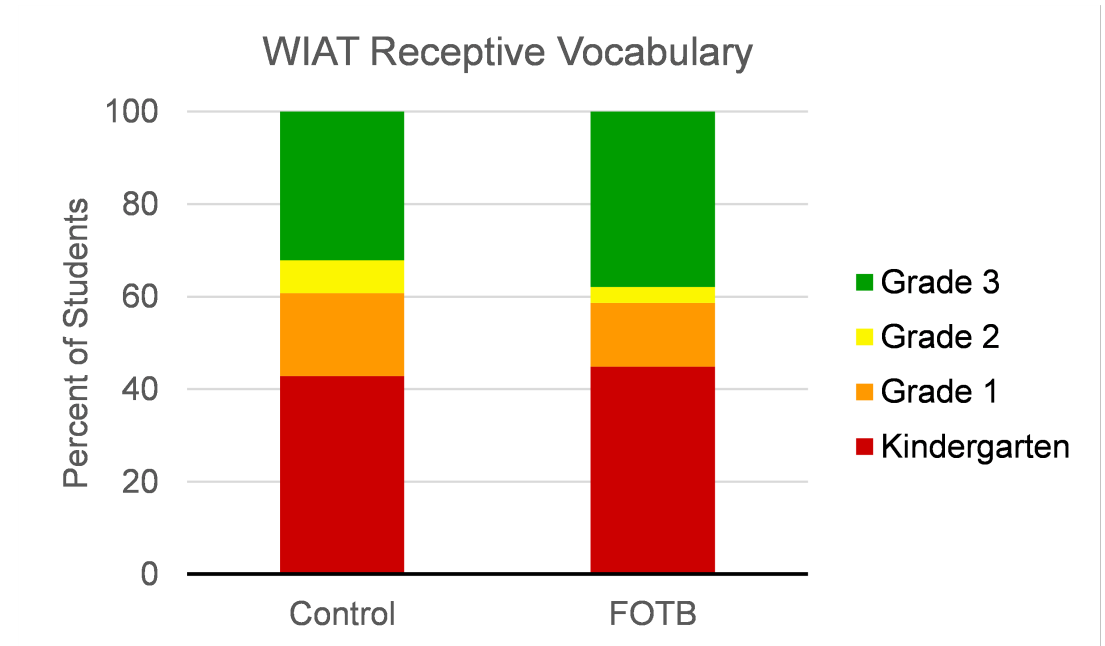
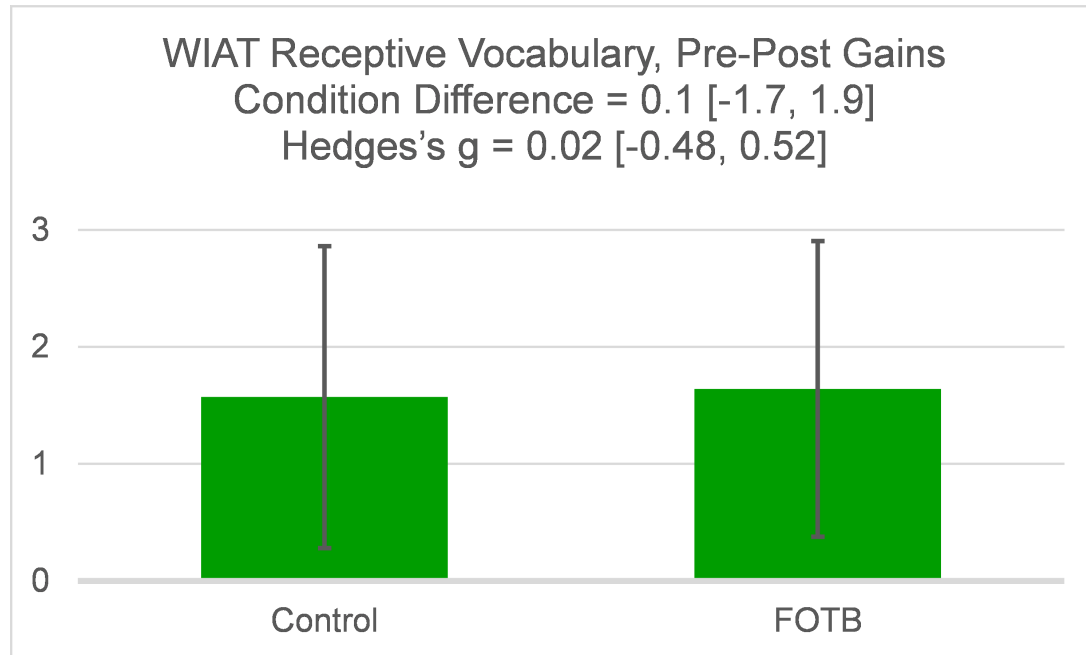
Word Reading



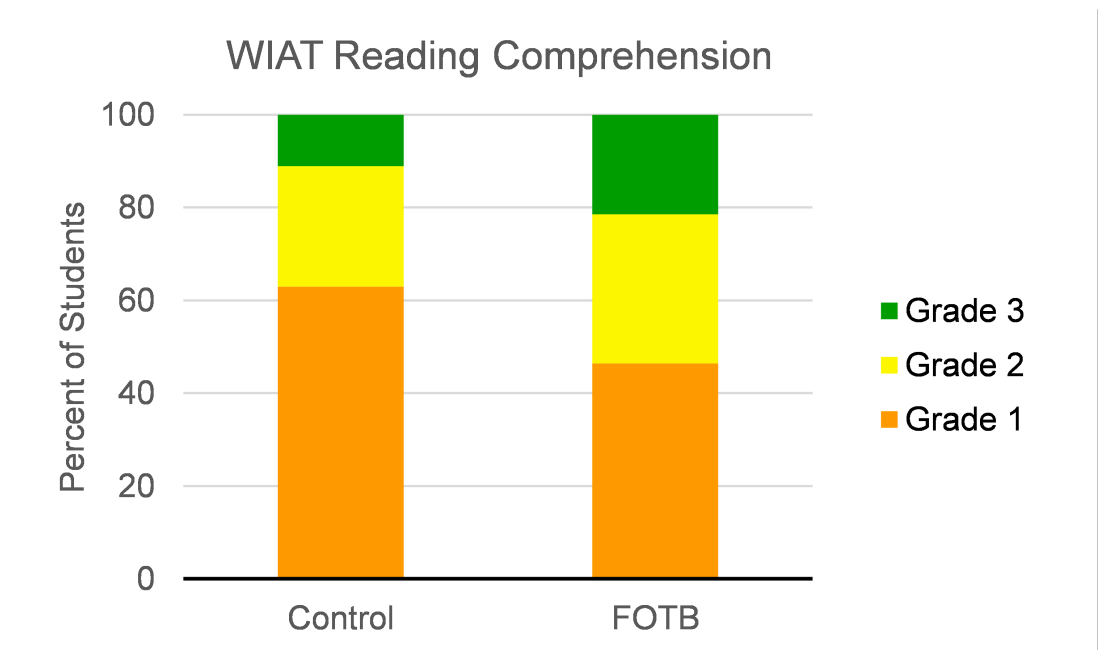
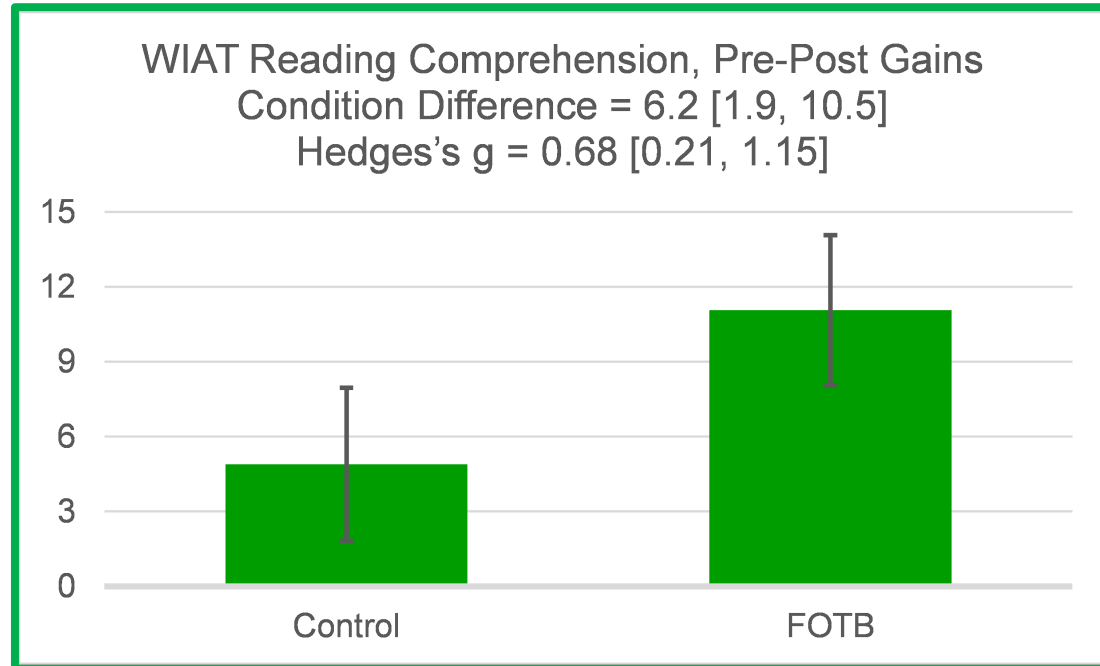
Oral Reading Fluency



Receptive Vocabulary (Language Comprehension)



Reading Comprehension



Results Summary

Measure	<i>p</i>	<i>g</i>
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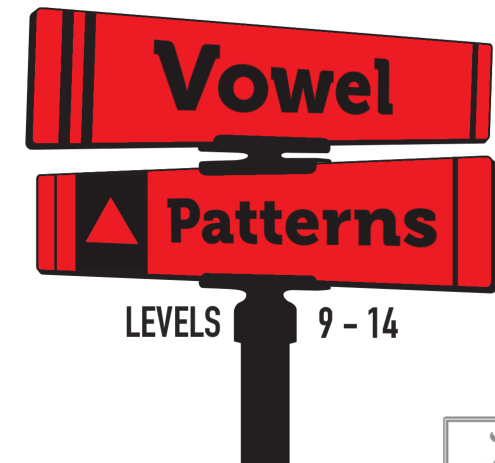
What is Friends on the Block?

A comprehensive and intensive **early literacy program** (initial instruction or intervention) designed to be **customizable** and provide needed supports and practice so **all students** can attain early literacy skills, particularly those with **intensive needs** such as students with disabilities (e.g., dyslexia, learning disabilities, intellectual and developmental disabilities).



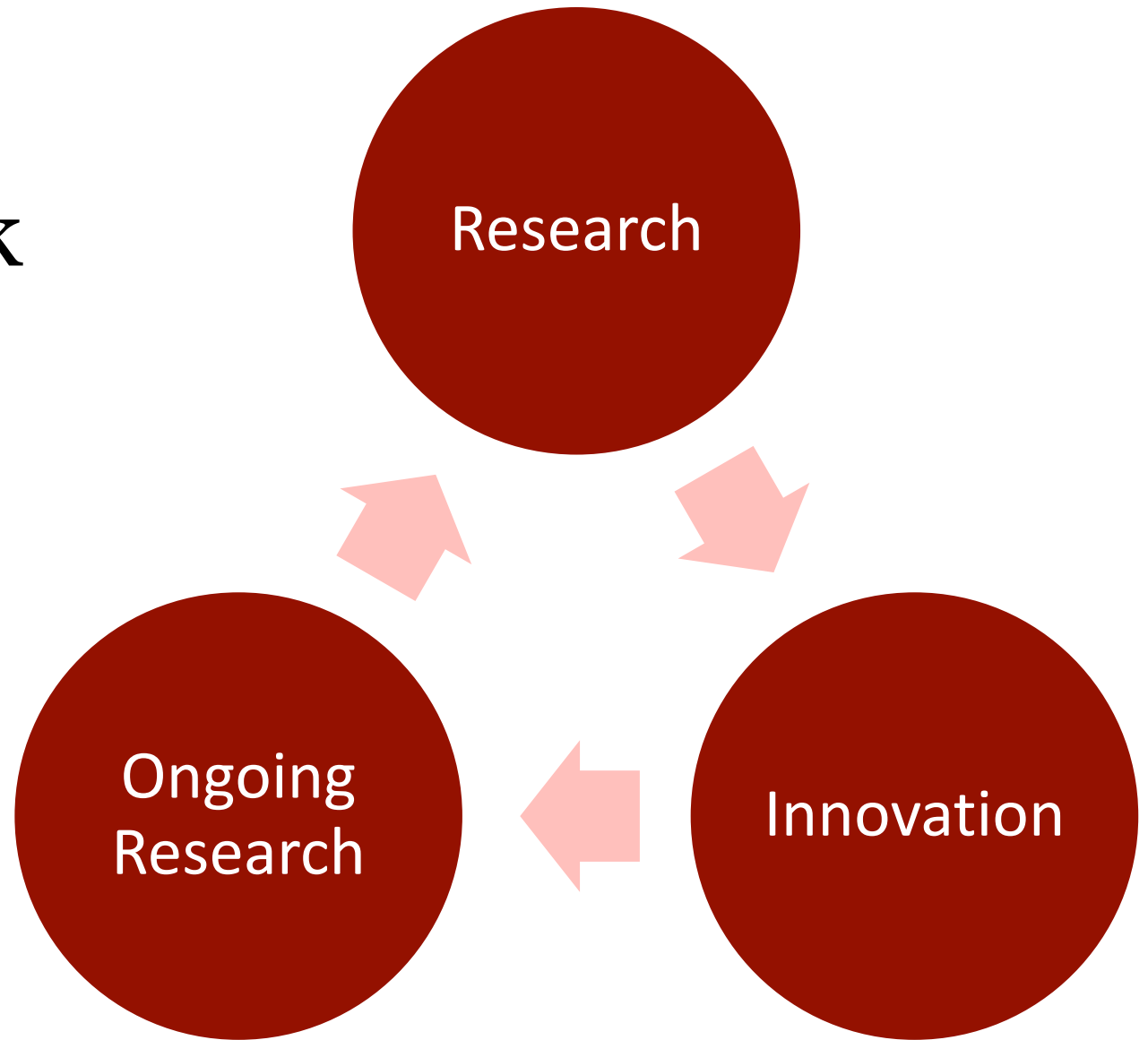
What are the components of FOTB?

- 60 student books with carefully controlled, decodable text
- Each book has a detailed Teacher's Guide and materials
- Over 100 learning games that provide specific cumulative practice of skills
- Organized into 14 levels that span four stages of skill development



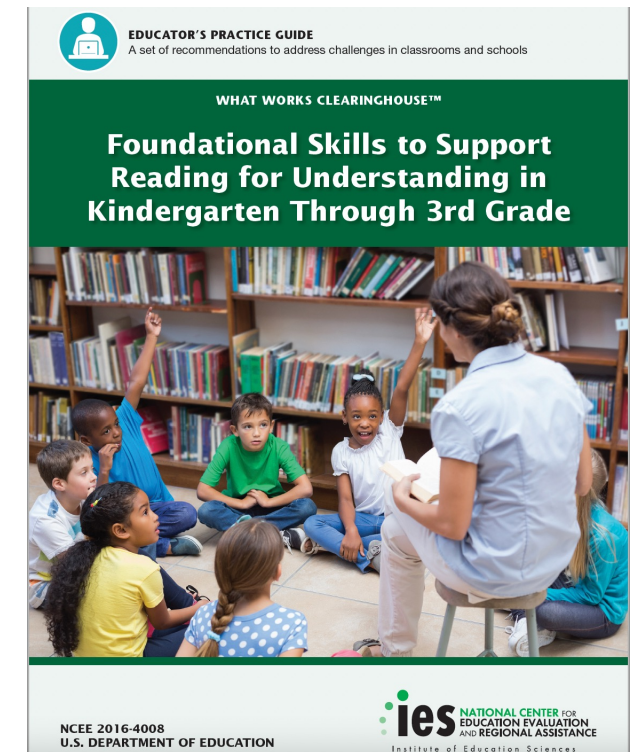
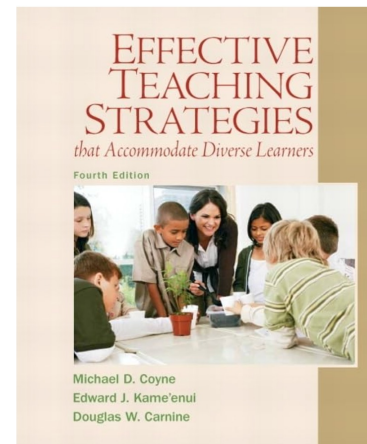
What makes Friends on the Block special?

- Applies existing research
- Ongoing process of research and innovation



Research: Evidence-based practices

- National Reading Panel (2000)
- WWC Practice Guide (2016)
- Principles of Effective Instruction (Coyne et al., 2006; Kame'ennui et al., 2002; Coyne et al., 2011)



Benefits of Friends on the Block



REDUCED COGNITIVE LOAD



EMBEDDED LANGUAGE AND
COMPREHENSION SUPPORTS



EXTENSIVE USE OF
CONNECTED TEXT

Innovation: Features of FOTB

- Multicriteria Student Books
 - Decodable with extensive cumulative review
 - Features enable students to begin reading in a book, with support, in the very first lesson
 - Culturally diverse
 - Natural sounding sentences that reflect spoken language to facilitate comprehension
 - Meaningful stories in common settings (familiar)
 - Fiction and Nonfiction with simple illustrations and photographs that enhance meaning and engagement
- Easily customized and highly engaging (student books and games)



Innovative Scope and Sequence

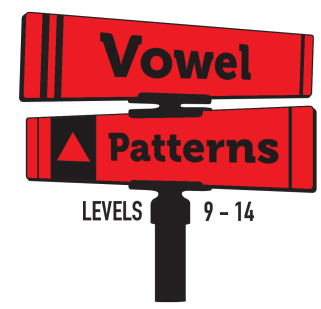
- Focuses on key skills within all strands of word recognition and language
- Facilitates integration of skills across strands and apply as they read books

Strand	Objective/Skill	Activity <i>Learning Game</i>	★ 1-3	◇ 4-5	● 6-8	▲ 9-14
Language: Comprehension & Vocabulary	Make oral predictions about a text	Predict				
	Develop language and comprehension	Discuss				
	Discuss and summarize a text using a graphic organizer	Review/ Get the Gist (Level 12+)				
	Develop oral language by sorting words based on meaning	<i>Think and Sort</i>				
Phonemic Awareness	Orally blend the first sound and rime into a spoken word	Say the Word				
		<i>Sounds Bingo</i>				
	Say the first sound of spoken words	Say the First Sound				
		<i>Sounds Bingo</i>				
	Orally blend sounds (phonemes) into a word	Say the Word				
Say the sounds (phonemes) in spoken words	<i>Sounds Bingo</i>					
	Say the Sounds					
Word Recognition	Fluently pronounce taught irregular (or temporarily irregular) words	<i>Read It</i>				
		<i>Amazing Words</i>				
		<i>Word Bingo</i>				
		<i>Word Play</i>				
	Fluently say the most common sound for taught letters	Say the Letter-Sound				
		<i>Climb and Slide</i>				
	Sound out and read short vowel words with taught letters/patterns	Sound It Out				
		<i>I Got It</i>				
	Sound out and fluently read words with taught letters/patterns	Sound It Out				
		<i>Speed Reader</i>				
		<i>I Got It</i>				
	Fluently read target words, including taught irregular words and words with taught letters/patterns	<i>Read through the Seasons</i>				
		<i>Word Bingo</i>				
		<i>Word Play</i>				
Pronounce words with taught patterns with <i>s, ed, and ing</i>	Read the Groups					
Pronounce words with taught spelling patterns and syllable types	Read the Parts					
Fluency	Read target words and sentences fluently	<i>Super Sentences</i>				
	Read text with increasing fluency	Read				
Writing	Say the sounds in spoken words; spell words with taught letters/patterns	<i>I Got It</i>				
		Say and Write				
	Write sentences fluently	<i>Writing Super Sentences</i>				
Apply	Apply various skills in the context of a book	<i>Scavenger Hunt</i>				

FOTB Target Word List and Phonics Patterns

Friends on the Block Target Word List and Phonics Patterns

Letter Sounds	★ Preparing to Decode			◆ Early Decoding		● Short Vowels			▲ Vowel Patterns						
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14	
	c, f, p, m, s, t	d, j, n	b, g, h, l, r	ck, k, a, z	u	ch, th, w, x, y	i, o, sh, qu, v	e	a-e, i-e, o-e	ai, ay, ol	al, ea, ee	ar, igh, er	oa, or, ow	ir, oo, ur	
Sound It Out Words (Decodable)	In Levels 1-3 students are learning phonemic awareness blending and segmenting, letter-sounds, and a small number of irregular words. Students begin in the level in which they miss two or more target words (Levels 1-5) or four or more target words (Levels 6-14). As soon as the students learn most of the words in the starting level, move to the next level. (Note: Sound it Out words in Levels 4-5 are repeated in Level 6.)			am and at can dad mad sad	am and at can dad mad sad	am and at can dad fun had hat mad ran run sad sun up us	big did got him in it mom not on sit stop this will with	bed best end get help let next red step tell them then went when yes	came fine five gave home hope like made make nine same side smile time white	cold day hold may old plain play rain roll say stay tail told wait way	all call clean each eat feel green neat need read see seem small tall wall	after better chapter different hard high light might never night number part right start together	before below door follow forget goal know more morning own road short show slow yellow	bird book burn cook disturb girl good hook hurt shirt stood third took turn wood	
Read It Words (Irregular)	a do I like not want	dad here is look mom see the where	are at happy in no she yes you	good help play there to was	big have little my please very what	be friend give go he her it me on so thank we who with your	because care come could feel first of how next said should take too why would	again away came clothes cold eat food for from need oh out put ready some	about animal been day does down every many one or other push saw their they were	any ball both boy done family girl more most once room saw their warm young	another answer kind know our people question really right second soon sure thought word work	almost book bought break buy easy four learn money new probably review these two watch	above alone by eight find house idea often special talk through usually walk water worry	able along carry color full great heard instead live love move only over try world	
	Note: Words in blue are made up of patterns taught in later levels so they are temporarily irregular. They are introduced prior to the pattern to facilitate meaning and may facilitate learning of the phonics pattern.														



A Typical FOTB Lesson (Flexible: About 20-35 minutes)

Level 4 Example

Part 1: Warm-Ups
5-8 minutes

Part 2: Book Reading
10-15 minutes

Part 3: Learning Games
5-10 minutes

Lesson A Warm-Up

Say the Word *Sam, dog, mad, Jazz*

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen. /s/ /a/ /d/ /m/ /m/. (Stretch the word by connecting the sounds as you say it slowly. Hold continuous sounds 2-3 seconds. Say the stop sounds quickly. Allow think time.) That word is Sam. Say the word.
2. Teacher: Listen. /d/ /o/ /o/ /g/. Say the word.
Students: (Say the word.)
Repeat Step 2 with /m/ /m/ /a/ /a/ /d/ and /j/ /a/ /z/ /z/.

Corrective Feedback & Scaffolding
If students do not respond correctly, go through the steps below, starting with Step 1 and repeating when students are able to respond correctly.
1. Say the word slowly. Stretch continuous sounds 2-3 seconds and connect sounds.
2. Gradually shorten the length of continuous sounds.
3. Provide the word and have students repeat it.

Say the Sounds *mad, dog, Sam, Jazz*

1. Teacher: I will say a word. Then you will say each sound in the word. The first word is mad. Listen to me say the sounds. /m/ /a/ /d/. (Stretch the word by connecting the sounds as you say it slowly. Hold continuous sounds 2-3 seconds. Say the stop sounds quickly.) Say continuous sounds 2-3 seconds. Say stop sounds quickly.)
2. Teacher: Listen. Dog. Say the sounds.
Students: (Say the sounds.)
Repeat Step 2 with Sam and Jazz.

Corrective Feedback & Scaffolding
If students make an error, follow the I, We, You feedback procedure.
1. Listen. Sound it out. I will say the sounds for the letter(s).
2. Teacher: Say the sounds. We say it with me. Students say the sound with you. Repeat Step 2 with all of the words.
3. Students sound it out independently. Repeat the row.

Warm-Up

Say the Letter-Sound

r	a	z	k	l
---	---	---	---	---

Sound It Out

mad	Jazz	can	at	am
-----	------	-----	----	----

Read It

was	to	good	there	are
-----	----	------	-------	-----

Lesson B Book: Read and Discuss

Use this guide to direct discussion and enhance student engagement. Questions listed on 1-2 questions per page based on student ability. Questions marked as the "anchor" have "opener" questions increase with the highest is the most difficult.

If needed, Echo Read with the student for the student text.

1. Read the title.

2. Read the word list to the student. Know what the pictures are. Optional: Have the students point to the pictures.

3. Why do you like Sam? (open)

3. Why does Sam like the girl if she is mad? What are some things that make you mad/angry?

3. Sam says he is ... (body). Why do you think Sam is sorry?

3. What color is the sky? (color)

3. Why did Sam want to help the girl or mad? How can you help people when they are scared or mad?

3. The girl looks ... (mood/feeling). What do you think Sam should do next?

3. Why do you like you have your best friend? Sam thought the girl was scary. How can you tell if you like someone?

3. Why was the girl sorry she had yellow hair?

Sam and Jazz Take a Walk
Written by Jill Allor, Francesca Jones, and Ashley Sandoval
Illustrated by Jennifer Cheatham

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www.FOTBofWord.com

Sam and Jazz Take a Walk Scavenger Hunt

Materials: Sam and Jazz Take a Walk student book, provided.

Teacher: Make sure your book is closed and is in your bag. Then you look through your book to find the words.

1. Read each clue, one at a time.

- If you have 1 student, encourage the student to read the words.
- If you have more than 1 student, encourage everyone to read the words.

Amazing Words

finish								
there	good		here	in	you			
		no	where	like		yes		
was	help				play	to		
the			is	help	there			
good	here	do			want	look		
see		play					where	
are	to	was	she	not	happy			start

Super Sentences

Materials: student chart (sentences), Super Sentences (optional).

Set out the necessary word and picture cards for chart.

1. Teacher: We will use the word cards to make sentences.
2. Teacher: Let's make this point to the first sentence.
- I had a mad dog.
- Now let's read out sentence together.

I was not
mad
at you.

General Customization of FOTB

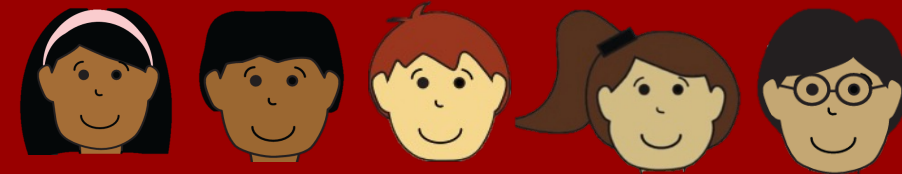
- Selecting the appropriate starting level with our simple placement test
- Deciding when to move from one level to the next
 - Students do not need to read all the books and complete all the lessons in each level
 - They move to the next level as soon as they know most of the target words in that level
 - Students with intensive needs will need to read more of the books and complete more of the lessons before moving to the next level; other students may move through the levels more quickly
- Selecting games to practice specific skills based on student need
- Adjust amount of time spent on book reading and games (we recommend doing ALL 3 parts of every lesson – warmup, book, game)



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	Sayla	Ben	Caleb	Dashia	Darius
Primary Disability	Developmental Disability	Developmental Disability	Autism Spectrum Disorder	Developmental Disability	Intellectual Disability
IQ (K-BIT)	60	63	64	67	77
Initial Grade/Follow-up Grade	1/3	3/5	K/3	2/4	2/3*
Initial Age	6:11	9:1	6:4	7:7	7:11
Pre Peabody Picture Vocabulary Test Age Equivalent	4	5:4	4:5	4:4	4:6
Hours of Instruction	42	65	38	70	46
FOTB Starting/Ending Level	1/14	1/14	5/14	1/14	1/6B
Pre/Post/Follow-up FOTB Words	19/296/302	3/265/273	100/294/302	4/277/294	1/79/258
Pre/Post/Follow-up Word Reading Grade Equivalent	k.4/2.5/2	Pk.9/3/2.1	k.5/3.4/3.6	K/2.1/2.3	Pk.6/1.9/1.4
**Post/Follow-up Oral Reading Fluency Grade Equivalent	3.6/2.8	3/5.1	1.9/2.5	1.2/2.3	<1.0/1.6
Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	1.4/k.4/1.5	Pk.1/pk.1/k.0	Pk.2/k.2/k.2	Pk.3/1.4/4
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.4/1.2/2	k.5/k.8/1.5	k.2/k.7/2.2	k.3/k.6/2.2

	Sayla	Ben	Caleb	Dashia	Darius
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**Post/Follow-up Oral Reading Fluency Grade Equivalent	3.6/2.8	3/5.1	1.9/2.5	1.2/2.3	<1.0/1.6
Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	1.4/k.4/1.5	Pk.1/pk.1/k.0	Pk.2/k.2/k.2	Pk.3/1.4/4
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.4/1.2/2	k.5/k.8/1.5	k.2/k.7/2.2	k.3/k.6/2.2

“Sayla”

Age 6



Diagnosis: Developmental Disability

IQ (KBIT): 60 (School Provided IQ: 57 Battelle)

FOTB Dosage: Began FOTB at level 1 and completed all 14 levels in 26 instructional weeks

Initial Placement: 1st grade general education classroom

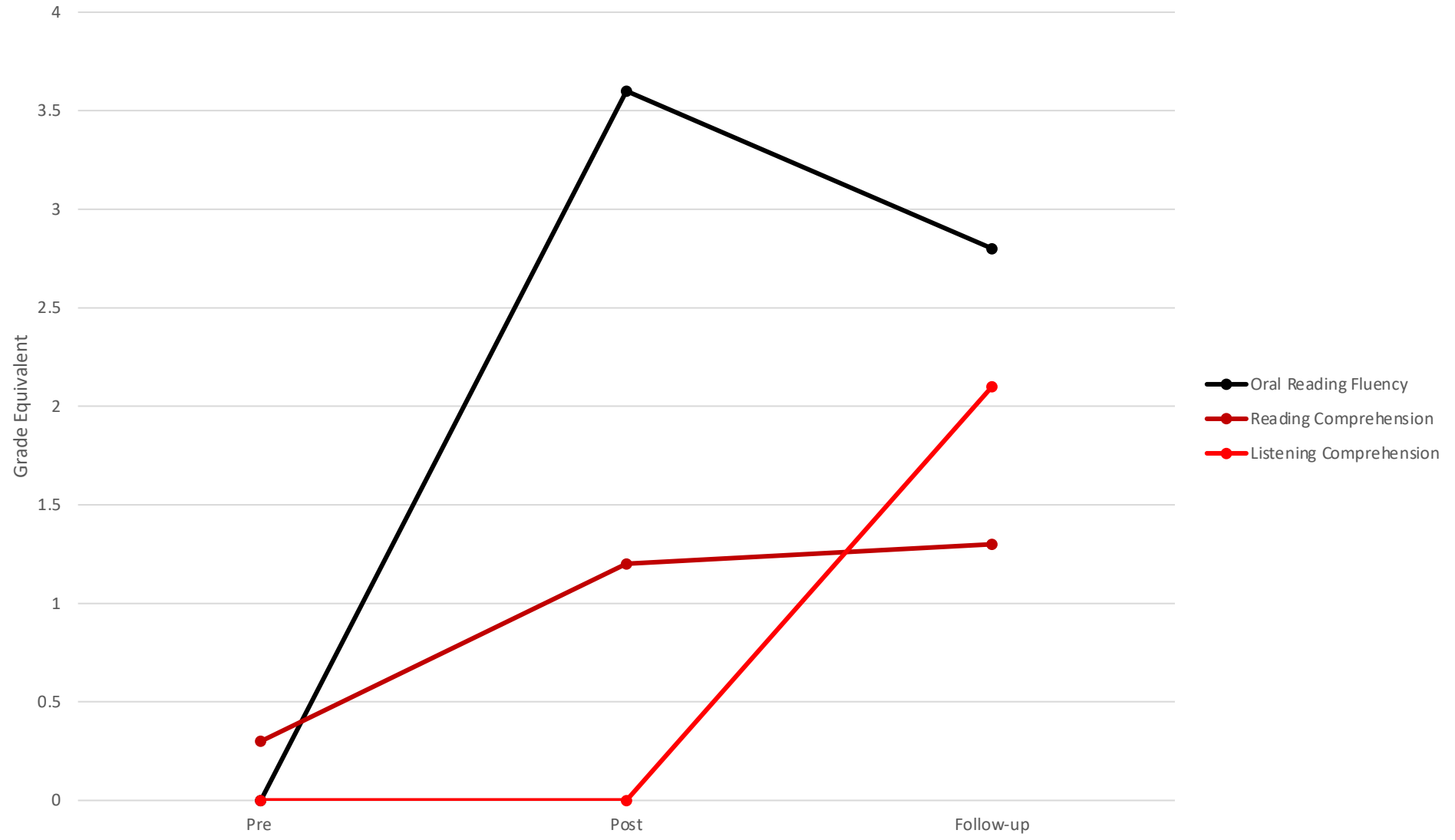
Final Placement: 3rd grade general education classroom

Challenge I: Initially, Sayla struggled with motivation to accomplish academic tasks and used avoidance tactics when pulled for intervention.

Challenge II: Sayla struggled with language comprehension throughout intervention. Her decoding abilities were stronger than her ability to understand what she read.



Sayla



Targeted Customization

“Sayla”, Age 6



Challenge I: Initially, Sayla struggled with motivation to accomplish academic tasks and used avoidance tactics when pulled for intervention.

Challenge II: Sayla struggled with language comprehension throughout intervention. Her decoding abilities were stronger than her ability to understand what she read.

1

Maintain a quick instructional pace and strong consistency in lessons to prevent student boredom and possible distractions.

2

Incorporate more challenging isolated decoding practice (an academic strength) to grow student confidence.

3

Support comprehension at the student's decoding level with graphic organizers and think alouds.

4

Begin by selecting more obtainable comprehension questions and scale up as appropriate.



Chunking Multisyllabic Words and Words with Affixes

Warm-Up

Read Each Word

walk	walks	walking
learn	learns	learned

Read Each Part

crack er	<u>cracker</u>	cracker
be fore	<u>before</u>	before

Warm-Up

Read Each Word

put	puts	putting
shop	shops	shopping

Read Each Part

bro ken	<u>broken</u>	broken
plas tic	<u>plastic</u>	plastic

Customization: Incorporate more challenging isolated decoding practice (an academic strength) to grow student confidence.



Graphic Organizers for Interest/Comprehension Level Text

Get the Gist	
Who or what is the chapter mostly about? What is the most important thing about the who or what? Write the gist in a sentence with 10 words or less.	
Chapter 1	
Chapter 2	
Chapter 3	
Chapter 4	
Chapter 5	

STORY GRAMMAR

Listen to me read the title of each box. Each of these is a part of the story.
 Think about the book.
 Tell me about that part of the book. Look at the pictures to help you remember.

CHARACTERS Who the Story is About	PLOT What Happens in the Story
SETTING When and Where the Story Takes Place	

Main Idea Write who or what the story is mostly about.	Detail Write one detail.
	Detail Write one detail.
	Detail Write one detail.

Customization: When decoding and comprehension levels are misaligned, support comprehension at the student's decoding level with graphic organizers and think alouds.



Scaling the Difficulty of Comprehension Questions

Level 3

What do you think is special about elephants?
 What do you use to hold things? (hands/arms, bags, etc.)
 Do you like hippos? What do you like about hippos?
 Can you think of anything that reminds you of a hippo, or have you ever seen a hippo? (various; pigs, cartoon characters, etc.)
 If you could have an elephant, a hippo, or a giraffe as a pet, which one would you want? Why?

Level 2

What is a word that describes elephants? (various; big, strong, opinion words)
 Do boys or girls have tusks? (both)
 Elephants swish their _____. (tails)
 What is a word that describes hippos? (various)
 Can hippos run fast? (yes)
 Are giraffes tall or short? (tall) Are giraffes spotted or plain? (spotted)


Level 1

What is this? (an elephant)
 Point to the tusk.
 Point to the baby elephant.
 Are elephants big or small?
 Page 8 :Point to the hippo.
 Page 9: What is this? (giraffe)

Here are African elephants.


They are very, very big. They need lots of room to run and play.

They have tusks. Both boys and girls can have tusks. You can see how old they are by seeing how long their tusks are. Young ones do not have any tusks. Old ones have very long tusks.



They have tails. They swish their tails to get insects to go away.

They have strong trunks that can pick up and hold things.




What is the young one holding?

7


...re big.

tall and not wide. They are the animal. They have long legs, long very long necks. They do not h. They have spots. They eat they spend most of their time



looking for food or eating.

You can get very close to animals when you give them food. Stay in one spot. Hold out the food and wait for the animals to get it from you. It may take a little while, but just wait and hold the food still. Most of the time, they will come get the food when you give it to them this way.



9

Customization: Begin by selecting more **obtainable** comprehension questions and **scale up** as appropriate.



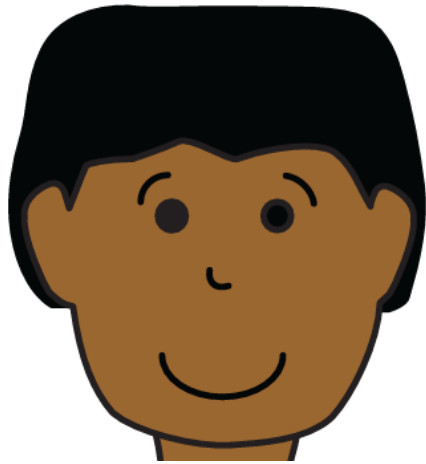


Do you have any students like Sayla?

- Think about your students, do you have any who struggle with the same things Sayla did?
- When they struggle with reading, what is preventing their success?
- What strategies would be helpful for those students?

	Sayla	Ben	Caleb	Dashia	Darius
Primary Disability	Developmental Disability	Developmental Disability	Autism Spectrum Disorder	Developmental Disability	Intellectual Disability
IQ (K-BIT)	60	63	64	67	77
Initial Grade/Follow-up Grade	1/3	3/5	K/3	2/4	2/3*
Initial Age	6:11	9:1	6:4	7:7	7:11
Pre Peabody Picture Vocabulary Test Age Equivalent	4	5:4	4:5	4:4	4:6
Hours of Instruction	42	65	38	70	46
FOTB Starting/Ending Level	1/14	1/14	5/14	1/14	1/6B
Pre/Post/Follow-up FOTB Words	19/296/302	3/265/273	100/294/302	4/277/294	1/79/258
Pre/Post/Follow-up Word Reading Grade Equivalent	k.4/2.5/2	Pk.9/3/2.1	k.5/3.4/3.6	K/2.1/2.3	Pk.6/1.9/1.4
**Post/Follow-up Oral Reading Fluency Grade Equivalent	3.6/2.8	3/5.1	1.9/2.5	1.2/2.3	<1.0/1.6
Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	1.4/k.4/1.5	Pk.1/pk.1/k.0	Pk.2/k.2/k.2	Pk.3/1.4/4
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.4/1.2/2	k.5/k.8/1.5	k.2/k.7/2.2	k.3/k.6/2.2

“Ben” Age 9



Diagnosis: Developmental Disability

IQ (KBIT): 63 (School Provided IQ: 66 Battelle)

FOTB Dosage: Began FOTB at level 1 and completed all 14 levels in 42 instructional weeks

Initial Placement: elementary self-contained classroom

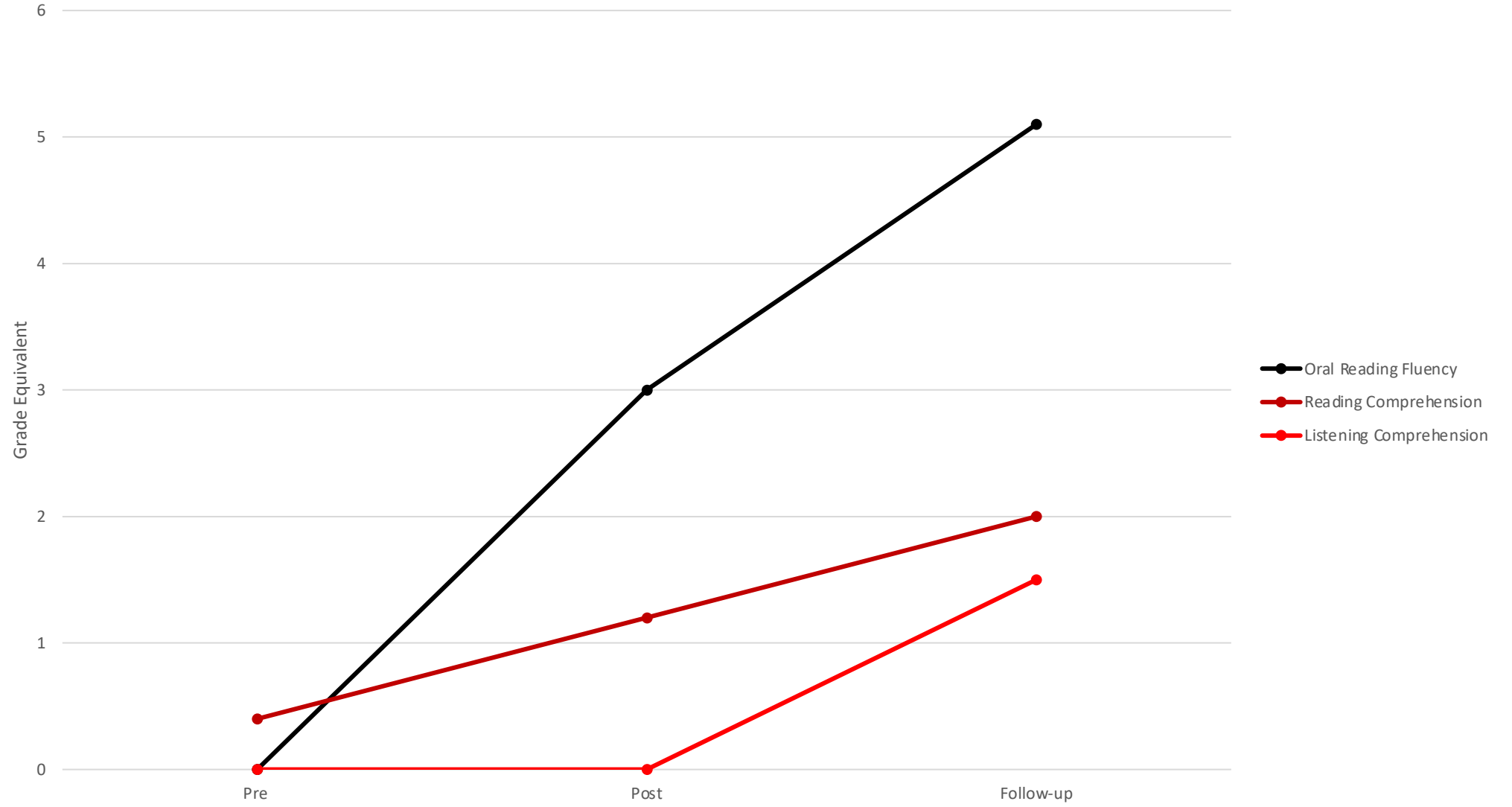
Final Placement: 4th grade general education classroom

Challenge I: Ben struggled with his academic confidence and often verbalized his doubt that he could learn to read.

Challenge II: Ben lacked reading stamina and easily became overwhelmed by text presented to him.

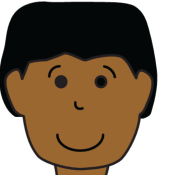


Ben



Targeted Customization

“Ben”, Age 9



Challenge I: Ben struggled with his academic confidence and often verbalized his doubt that he could learn to read.

Challenge II: Ben lacked reading stamina and easily became overwhelmed by text presented to him.

1

Break longer text into smaller chunks and gradually add more to help build reading stamina.

2

Ensure that students who are overwhelmed by text do not look ahead or count pages in books.

3

Recognize that a whole book might be overwhelming, but a single page may not be.





Do you have any students like Ben?

- Think about your students, do you have any who struggle with the same things Sayla did?
- When they struggle with reading, what is preventing their success?
- What strategies would be helpful for those students?

	Sayla	Ben	Caleb	Dashia	Darius
Primary Disability	Developmental Disability	Developmental Disability	Autism Spectrum Disorder	Developmental Disability	Intellectual Disability
IQ (K-BIT)	60	63	64	67	77
Initial Grade/Follow-up Grade	1/3	3/5	K/3	2/4	2/3*
Initial Age	6:11	9:1	6:4	7:7	7:11
Pre Peabody Picture Vocabulary Test Age Equivalent	4	5:4	4:5	4:4	4:6
Hours of Instruction	42	65	38	70	46
FOTB Starting/Ending Level	1/14	1/14	5/14	1/14	1/6B
Pre/Post/Follow-up FOTB Words	19/296/302	3/265/273	100/294/302	4/277/294	1/79/258
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**Post/Follow-up Oral Reading Fluency Grade Equivalent	3.6/2.8	3/5.1	1.9/2.5	1.2/2.3	<1.0/1.6
Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	1.4/k.4/1.5	Pk.1/pk.1/k.0	Pk.2/k.2/k.2	Pk.3/1.4/4
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.4/1.2/2	k.5/k.8/1.5	k.2/k.7/2.2	k.3/k.6/2.2

“Caleb”

Age 6



Diagnosis: Autism Spectrum Disorder

IQ (KBIT): 64

FOTB Dosage: Began FOTB at level 5 and completed all 14 levels in 29 instructional weeks

Initial Placement: kindergarten general education classroom

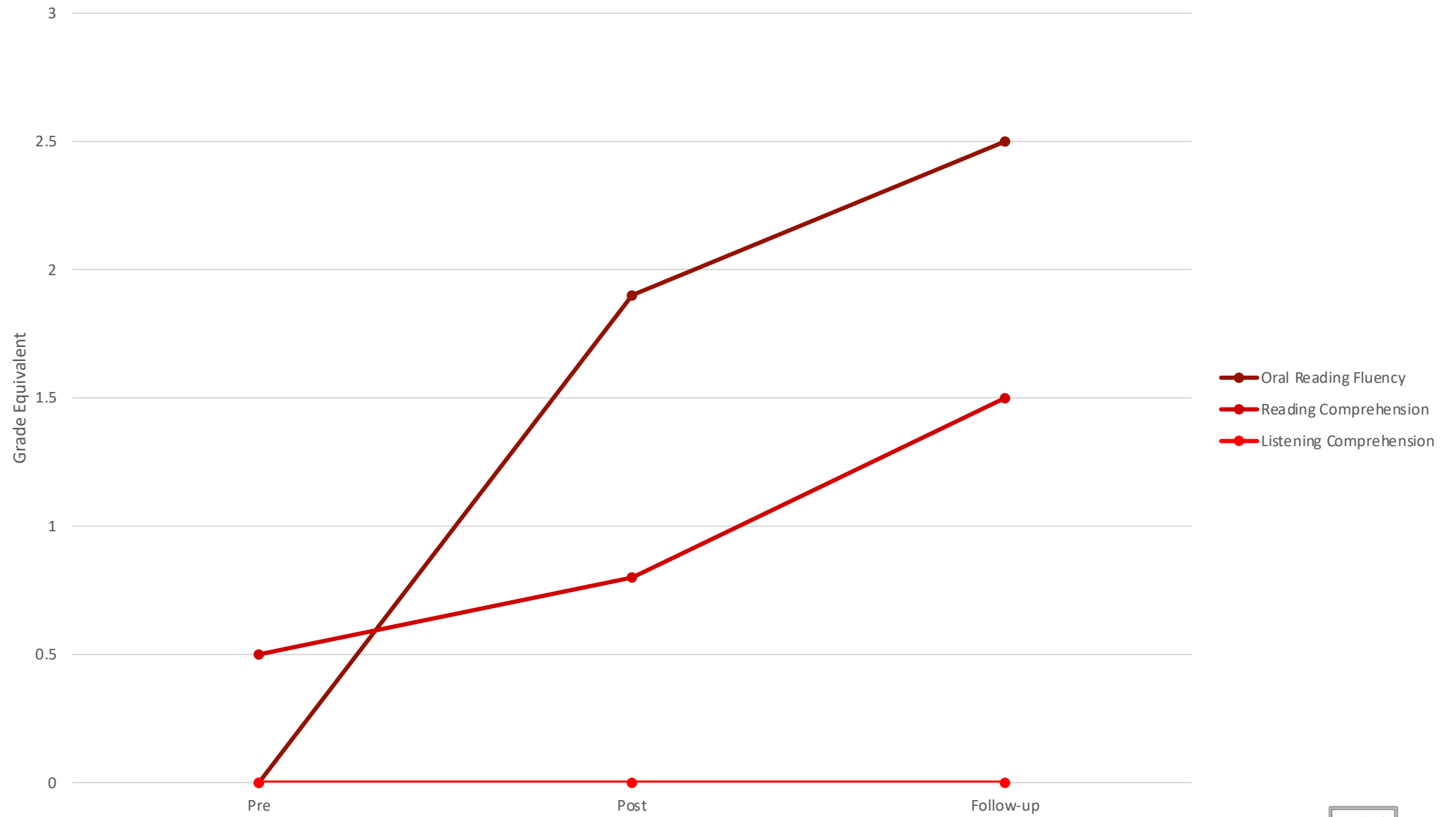
Final Placement: 3rd grade general education classroom

Challenge I: Caleb struggled behaviorally during pretesting for this study due to the lack of routine and predictability.

Challenge II: Expectations of Caleb in the classroom did not match his abilities.



Caleb



Targeted Customization

“Caleb”, Age 6



Challenge I: Caleb struggled behaviorally during pretesting for this study due to the lack of routine and predictability.

Challenge II: Expectations of Caleb in the classroom did not match his abilities.

1

Establish routines for intervention sessions immediately and keep them consistent throughout your time with a student.

2

Develop visual schedules for intervention times and keep them visible during sessions.

3

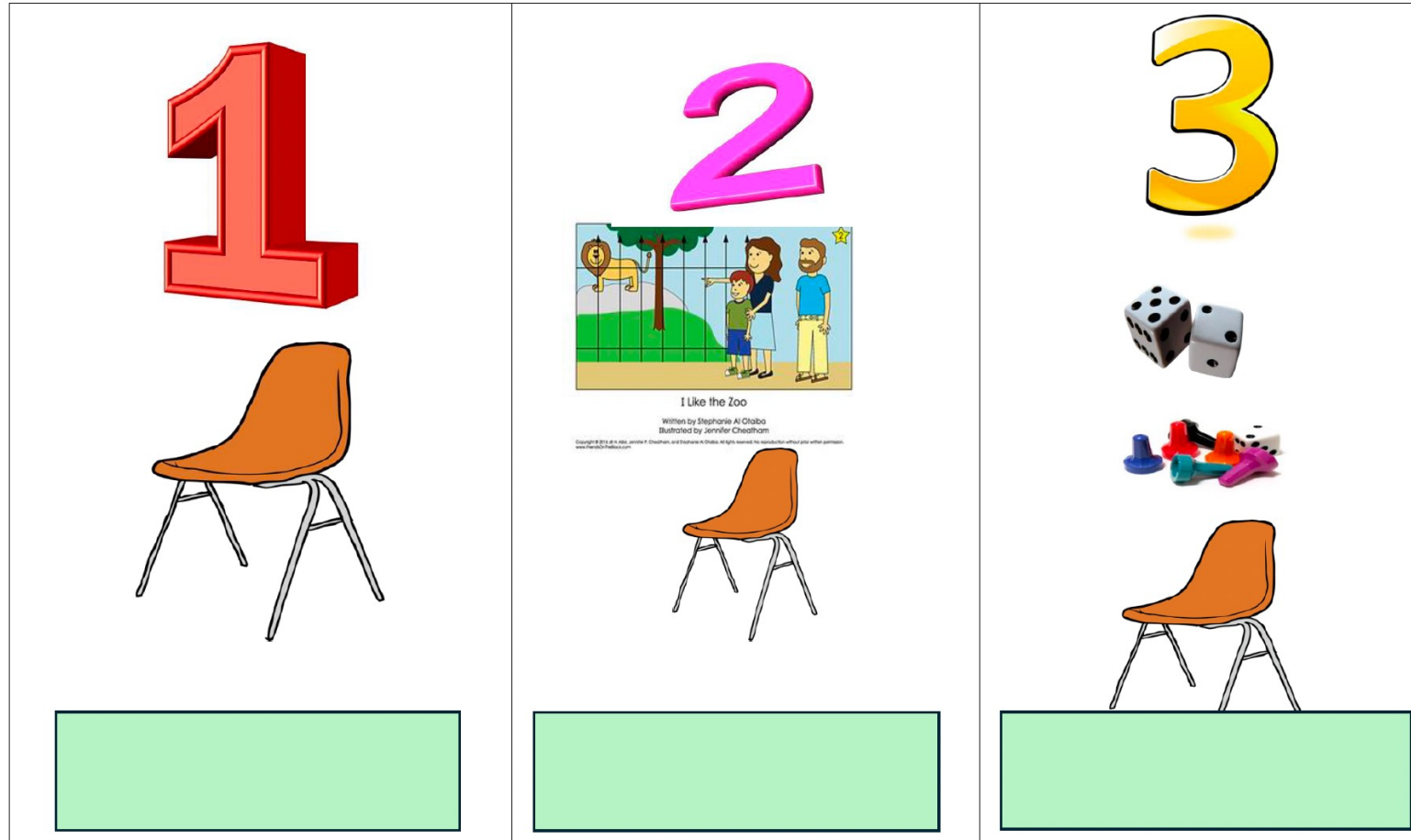
Alert the student to any foreseen departures from the typical intervention session routine as soon as possible.

4

Students cannot rise to meet expectations that are not set for them. Ensure high expectations are held for all students.



Visual Schedules



Customization: Develop visual schedules for intervention times and keep them visible during sessions.





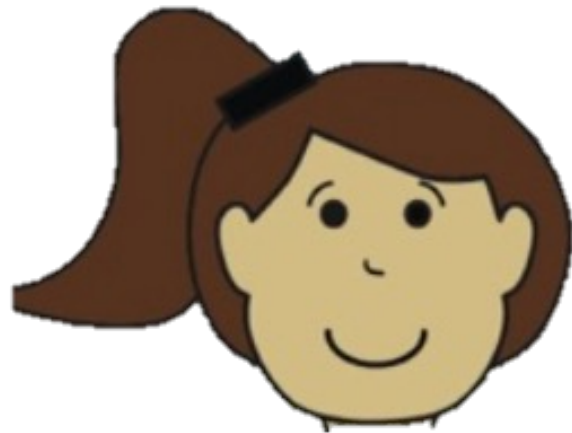
Do you have any students like Caleb?

- Think about your students, do you have any who struggle with the same things Sayla did?
- When they struggle with reading, what is preventing their success?
- What strategies would be helpful for those students?

	Sayla	Ben	Caleb	Dashia	Darius
Primary Disability	Developmental Disability	Developmental Disability	Autism Spectrum Disorder	Developmental Disability	Intellectual Disability
IQ (K-BIT)	60	63	64	67	77
Initial Grade/Follow-up Grade	1/3	3/5	K/3	2/4	2/3*
Initial Age	6:11	9:1	6:4	7:7	7:11
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Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	1.4/k.4/1.5	Pk.1/pk.1/k.0	Pk.2/k.2/k.2	Pk.3/1.4/4
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.4/1.2/2	k.5/k.8/1.5	k.2/k.7/2.2	k.3/k.6/2.2

“Daisha”

Age 7



Diagnosis: Developmental Disability

IQ (KBIT): 67 (School Provided IQ: 56 Battelle)

FOTB Dosage: Began FOTB at level 1 and completed all 14 levels in 42 instructional weeks

Initial Placement: elementary self-contained classroom

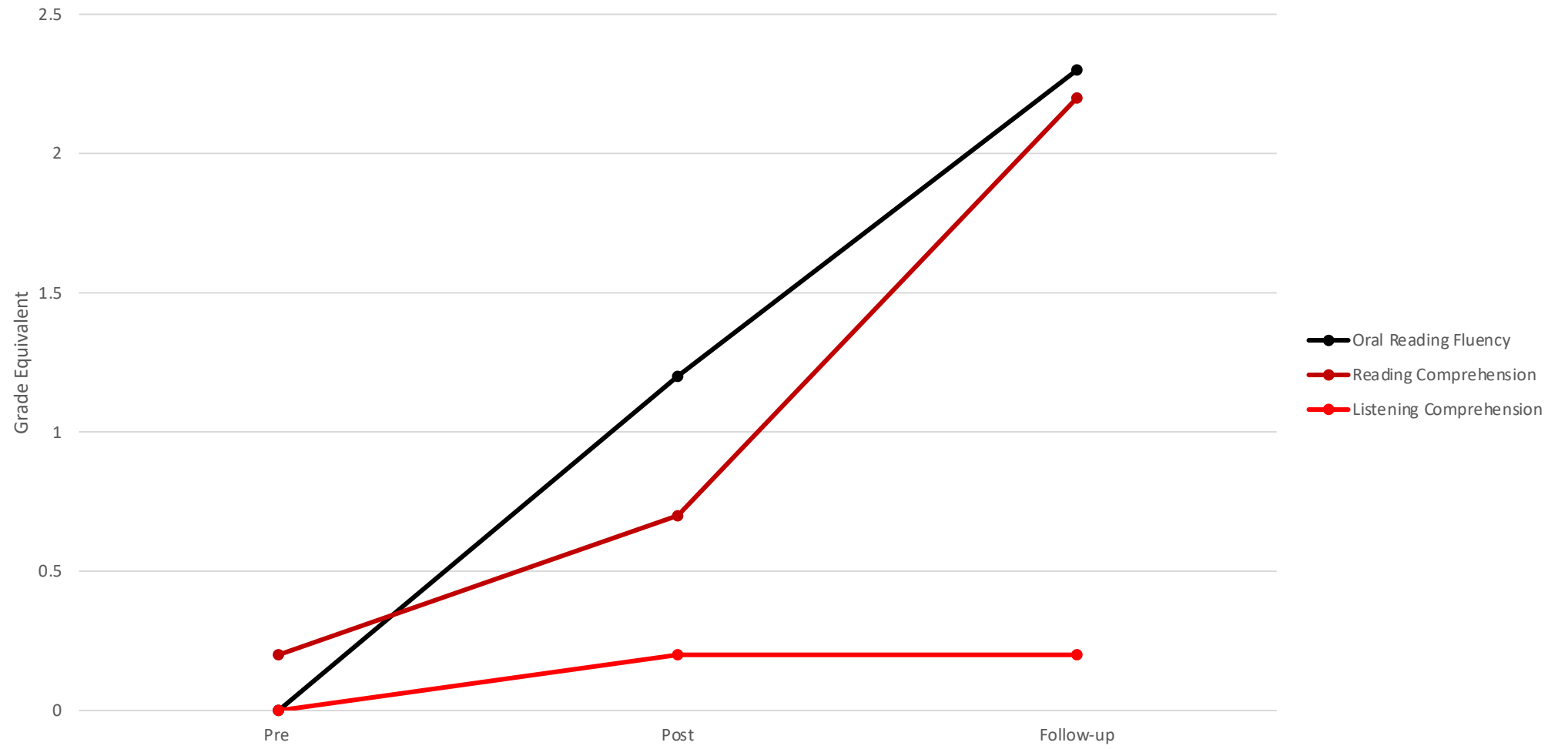
Final Placement: Transitioning to a 4th grade general education classroom

Challenge I: Daisha employed avoidance tactics to remove herself from classroom activities.

Challenge II: Daisha became overwhelmed by reading tasks and would vocally refuse to participate in activities she perceived as too difficult.



Dashia



Targeted Customization

“Daisha”, Age 7



Challenge I: Daisha employed avoidance tactics to remove herself from classroom activities.

Challenge II: Daisha became overwhelmed by reading tasks and would vocally refuse to participate in activities she perceived as too difficult.

1

Student perception of mismatch between difficulty levels of activities and their own ability levels can lead to unwanted behaviors.

2

Ensure that students have at least a few activities each day that they can easily find success with to support positive behavior and confidence.

3

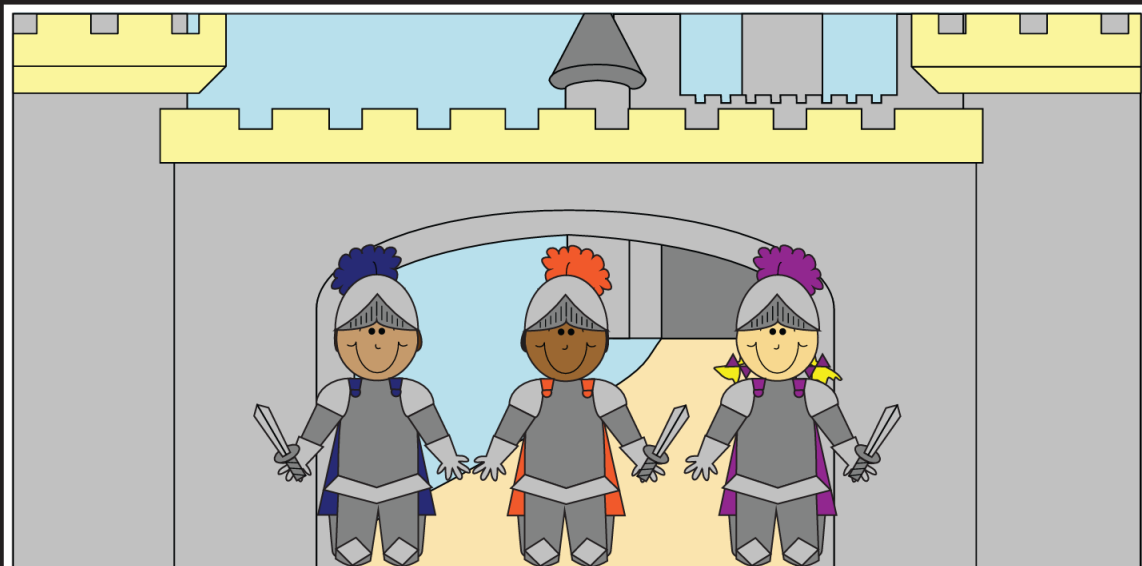
Sometimes, making a reading task appear less overwhelming/ difficult for a student can be as simple as covering excess text on a page with a piece of paper.

4

When using one book for lessons throughout the week, consider creating a story map to organize thoughts and aid in student focus.



Overwhelming Text



When someone came to the gate, the knights would yell, "Kneel!" Then they would kneel. They made a wall that no one could get past. The three knights worked together. Two people could not do it. They did not need four people. They needed three people to make a long, high wall that could keep others out. Three was just the right number to do the

10 work.

Each day, the knights would stand at the gate and keep watch. Each time someone came close, they would kneel and make a wall. They had to kneel and make a wall almost every day. And some days, they had to do it many times.

The number of times they had to make the wall was different

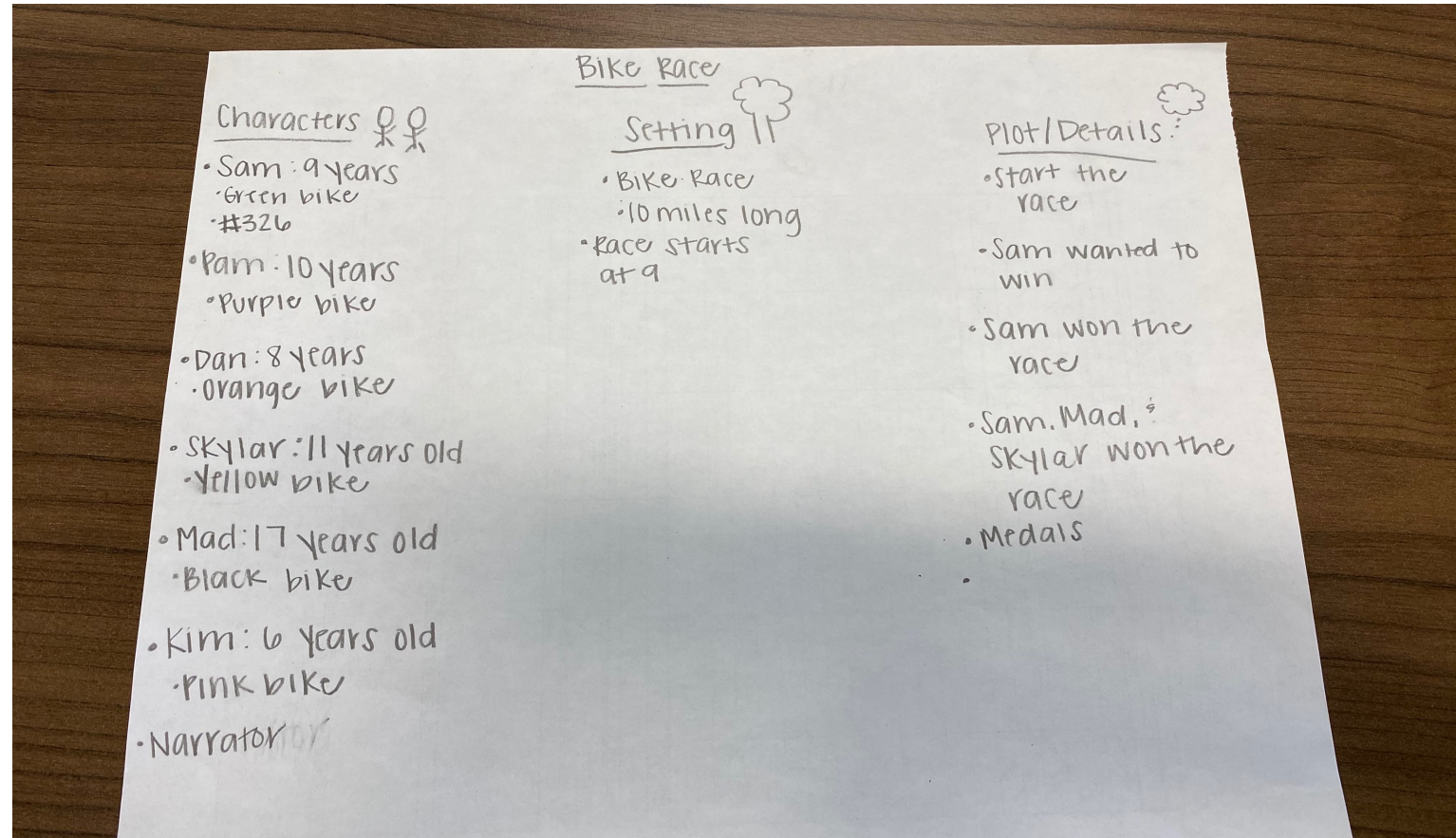


11

Customization: Sometimes, making a reading task appear **less overwhelming**/ difficult for a student can be as simple as **covering excess text on a page** with a piece of paper.



Story Maps



Customization: When using one book for lessons throughout the week, consider creating a story map to organize thoughts and aid in student focus.





Do you have any students like Daisha?

- Think about your students, do you have any who struggle with the same things Sayla did?
- When they struggle with reading, what is preventing their success?
- What strategies would be helpful for those students?

	Sayla	Ben	Caleb	Dashia	Darius
Primary Disability	Developmental Disability	Developmental Disability	Autism Spectrum Disorder	Developmental Disability	Intellectual Disability
IQ (K-BIT)	60	63	64	67	77
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Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	1.4/k.4/1.5	Pk.1/pk.1/k.0	Pk.2/k.2/k.2	Pk.3/1.4/4
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.4/1.2/2	k.5/k.8/1.5	k.2/k.7/2.2	k.3/k.6/2.2

“Darius”

Age 7



Diagnosis: Intellectual Disability

IQ (KBIT): 77 (School Provided IQ: 56 RIAS_2)

FOTB Dosage: Began FOTB at level 1 and completed levels through 6B in 46 hours across 42 weeks of instruction*

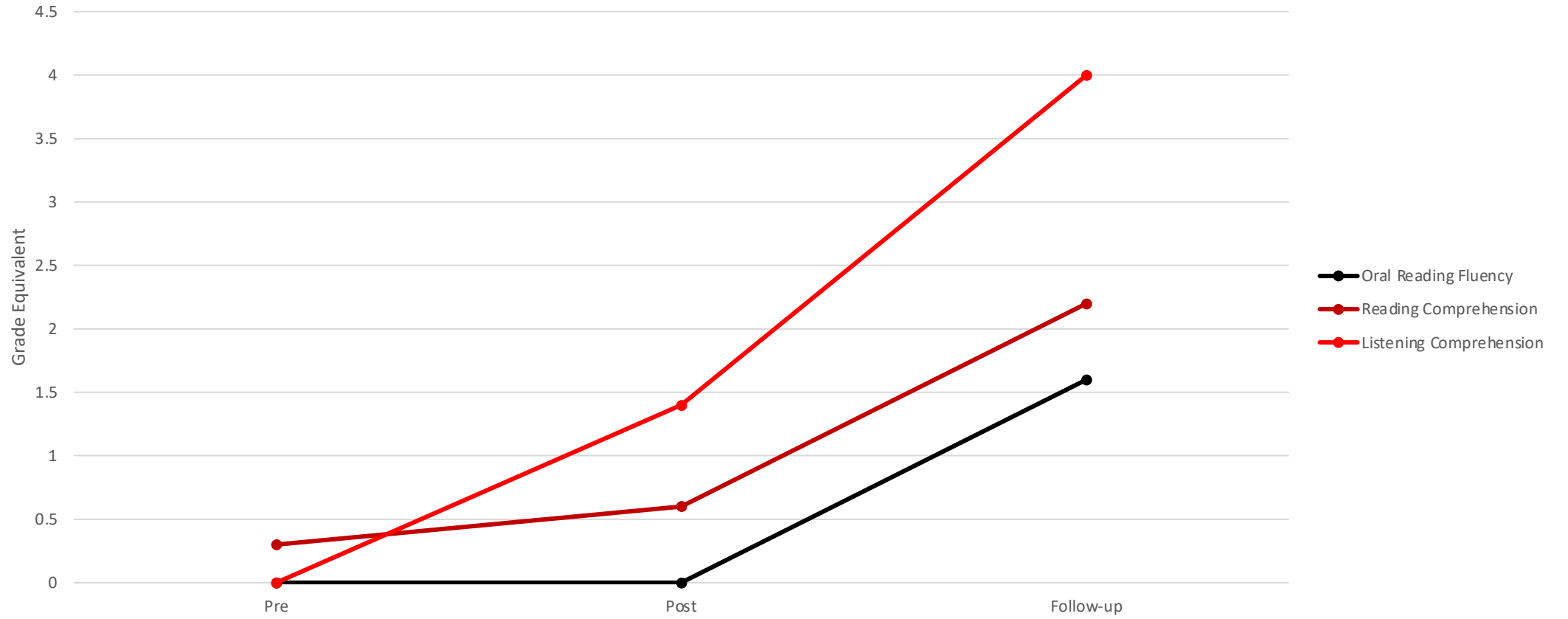
Initial Placement: 2nd grade general education classroom

Final Placement: 3rd grade general education classroom**

Challenge I: Darius struggled with inconsistent attendance and excessive absences from school during our study.

Challenge II: Due to the inconsistency of his school attendance, Darius struggled with retention of newly learned skills.

Darius



Targeted Customization

“Darius”, Age 7



Challenge I: Darius struggled with inconsistent attendance and excessive absences from school during our study.

Challenge II: Due to the inconsistency of his school attendance, Darius struggled with retention of newly learned skills.

1

When a student suffers from frequent absences, consistency and structure can help them succeed.

2

Students who suffer from frequent absences or who struggle with working memory need cumulative and intensive review of previously learned skills.

3

When students who were unaccustomed to academic success finally learn to read, their confidence blossoms and they may begin to seek out opportunities to read to others!





Do you have any students like Darius?

- Think about your students, do you have any who struggle with the same things Sayla did?
- When they struggle with reading, what is preventing their success?
- What strategies would be helpful for those students?

Customizing Instruction for Students with Complex Needs

Maintain a quick **instructional pace** and strong **consistency** in lessons to prevent student boredom and possible distractions.

Incorporate more **challenging isolated decoding practice** (an academic strength) to grow student confidence.

Support **comprehension** at the student's **decoding level** with graphic organizers and think alouds.

Begin by selecting more **obtainable** comprehension questions and **scale up** as appropriate.

Break longer text into **smaller chunks** and gradually add more to help **build reading stamina**.

Ensure that students who are overwhelmed by text **do not look ahead** or **count pages** in books.

Recognize that a **whole book** might be **overwhelming**, but a **single page** may not be.

Establish **routines** for intervention sessions immediately and keep them **consistent** throughout your time with a student.

Develop **visual schedules** for intervention times and keep them **visible** during sessions.

Alert the student to any **foreseen departures** from the typical intervention session routine **as soon as possible**.

Students cannot rise to meet expectations that are not set for them. Ensure **high expectations** are held for **all students**.

Student perception of **mismatch between difficulty levels** of activities and their own ability levels can lead to **unwanted behaviors**.

Ensure that students have at least a few activities each day that they can **easily find success** with to support positive behavior and confidence.

Sometimes, making a reading task appear **less overwhelming**/ difficult for a student can be as simple as **covering excess text on a page** with a piece of paper.

When using one book for lessons throughout the week, consider creating a **story map** to **organize thoughts** and aid in **student focus**.

When a student suffers from frequent absences, **consistency** and **structure** can help them succeed.

Students who suffer from frequent absences or who struggle with working memory need **cumulative and intensive review** of previously learned skills.

When students who were unaccustomed to academic success finally **learn to read**, their confidence blossoms and they may begin to **seek out opportunities to read** to others!



Agenda

- How do students learn to read?
- Our current study
- **The intervention**
- Case studies of students with varying needs
- **Questions**



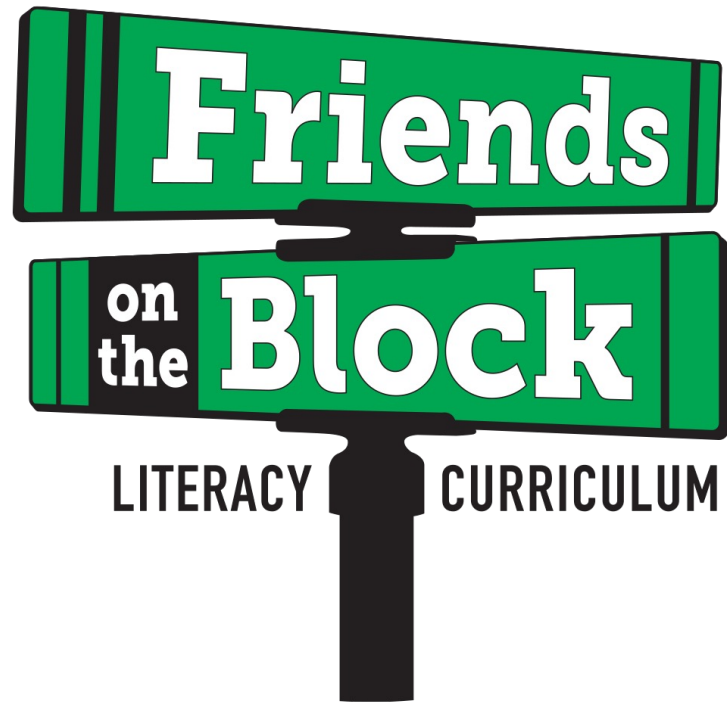
Long Term Effects of a Comprehensive Early Literacy Curriculum on Reading Performance of Students with Intellectual and Developmental Disabilities

January 24th, 8:30- 9:30am, Sundial



We will describe the one-year follow-up results from a randomized control trial efficacy study examining the effectiveness of Friends on the Block, a comprehensive early literacy curriculum, with 59 elementary students with Intellectual and Developmental Disabilities on a broad array of reading and language outcomes.

For More Information on Friends on the Block



Overview & Demonstration Videos

FREE Materials



OSF Registries

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Thank you!

Takeaway: Through targeted customization and effective programming, students with complex needs can learn to read!



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