Record now…

1

specialreads.com

Meet their need,
and they will read.

2

How do we meet their need?

3

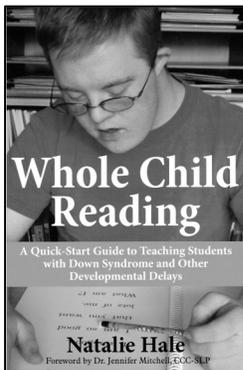"We go in through the heart and teach to the brain."

4

5

Whole Child Reading

A Quick-Start Guide to Teaching Students with Down Syndrome and Other Developmental Delays

Natalie Hale
Foreword by Dr. Jennifer Mitchell, CCC-SLP

- WCR is a reading program designed specifically for individuals with Down syndrome, autism, and other developmental delays.

6

WHOLE CHILD READING

Synthesis

Where does this information come from?

7

The most effective techniques and strategies developed since 1950s around the Globe.*

* Read

Whole Child Reading

Natalie Hale

8

Basics

9

1

We teach reading for meaning.

10

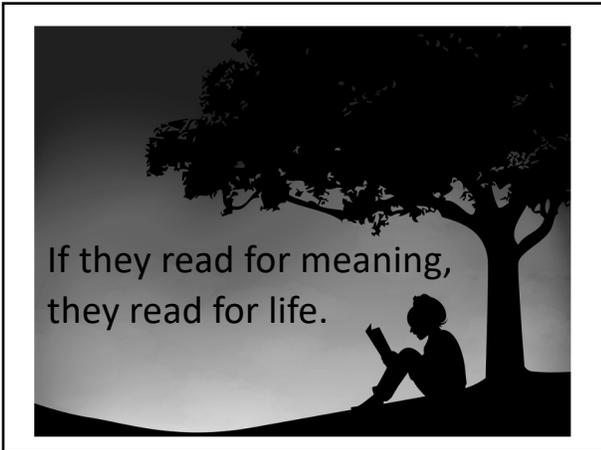
We do not…

- Drill synthetic phonics
- Emphasize low interest words
- Create hyperlexic readers

11

We teach reading for meaning.

12

If they read for meaning,
they read for life.

13

2

We teach
letter sounds from
the beginning.

14

3

We teach
meaningful
whole words.

15

4

We teach using right hemisphere brain techniques.

16

5

If we teach phonics, we teach analytic phonics, not synthetic phonics.

17

6

Visual design of all material is for the brain: clarity, clarity, clarity

18

How do we
"Go in through the heart"?

19

Why is this
"high interest base"
so important?

20

21

The Eleventh Commandment:

- Thou shalt not dare to teach children with special needs anything that interests them not;
- Verily, they shall be interested only in that in which they are interested,
- and shall not be interested in any other thing.
- Woe be unto those who do not revere and abide by this commandment.
- Amen.

22

Is "going in through the heart" in fact, scientifically based?

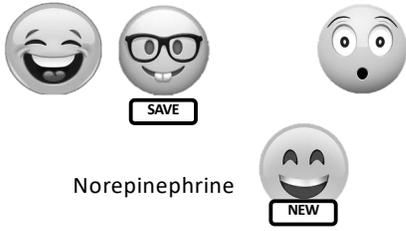… let's take a look at the neurology behind that 11th Commandment!

23

The Neurology of Learning

Neuromodulators

24

Dopamine   Acetylcholine

SAVE

Norepinephrine

NEW

25

Materials for
"Going in through the heart"

26

Personal Pages

Personal Books

Lotto Games

Modified Books

27

These are *explained in detail* in my book **"Whole Child Reading"** included in every reading bundle from Special Reads.
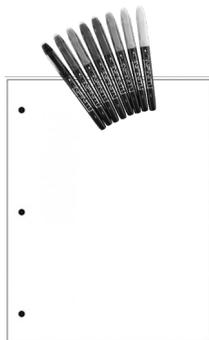
28

Personal Pages:
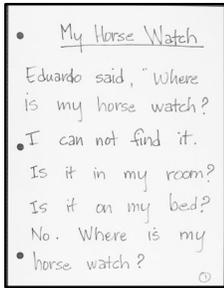
The Super-Motivator

& Effective Generalizing Tool

29

- Fast
- Easy
- Kids love it
- Home & School Use
- Terrific tool for generalizing vocabulary

30

Motivating Personal Page
for an Upset Student:

My Horse Watch

Eduardo said, "Where
is my horse watch?
I can not find it.
Is it in my room?
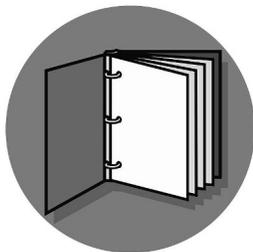Is it on my bed?
No. Where is my
horse watch?

31

Achieve 2 Goals with 1 Page

1. Motivate the student with PERSONAL reference
2. REPEAT vocabulary both learned and in progress

32

Collect those pages!
Review from time to time.

33

Personal Book Samples

34

Emergent Reader Level Sample

I like Olaf.

2   3

I like Olaf.

4   5

35

❌

I like Olaf.

36

37

38

39

I   like   Olaf.

I   like   Olaf.

40

Primer Level Sample

Olaf is a funny snowman. He plays with Anna and Elsa in the snow. They have fun.

Olaf is a funny snowman. He plays with Anna and Elsa in the snow. They have fun.
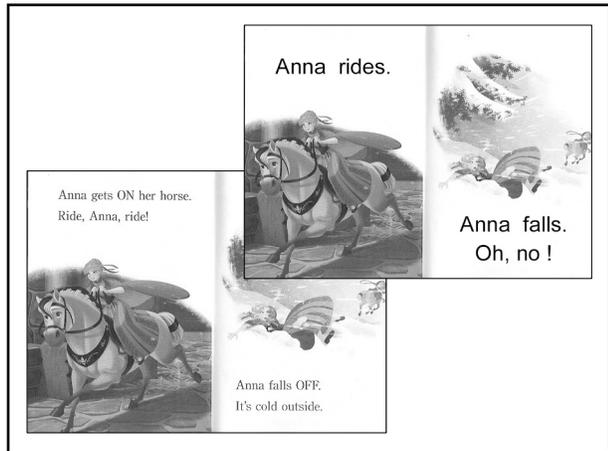
41

Lotto/Matching Game Samples:

(from specialreads.com site)

42

Modified Book Samples:

43

Anna rides.

Anna gets ON her horse.
Ride, Anna, ride!

Anna falls.
Oh, no !

Anna falls OFF.
It's cold outside.

44

Bert loves pigeons,
and pigeons love to coo.
Can you guess who Elmo loves?
Elmo loves you!

Bert loves pigeons.
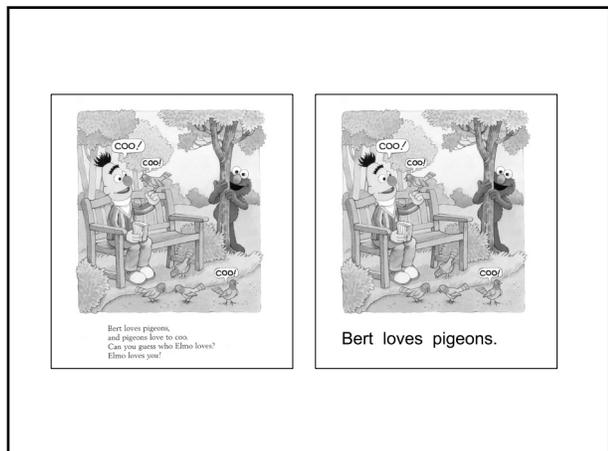
45

And I'll add to these "heart" materials...

46

Okay, got it.

So how do we teach to the brain?

47

Strategies:
Only 3

48

- Fast Flash
- Sandwich Style Teaching
- Errorless Testing

49

What is Fast Flash?

- Fast Flash is a "right hemisphere learning" technique of teaching with flash cards
- It synchronizes with the brain's preferred way to perceive and retain visual information.
- It works well with students who are strong visual learners, as is typically the case with Down syndrome as well as autism.

50

•1•

FAAAAAST Flash

How fast is fast?

51
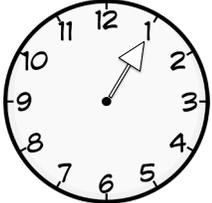
Cards Per Second:

one	or	two
		two

52

53

Please remember this new YouTube resource…

40 Seconds to Reading

VIDEO 11

HOW NOT TO FAST FLASH

teeth

54

How many cards in a group?

one	two	three	four	five

Flash the group how many times?

3

55

Why the speed?

rightbraineducationlibrary.org

Dr. Glenn Doman
Dr. Makoto Shichida
Heguru Method

56

Original "Right Brain Education"
Schools:

USA/WORLDWIDE:
National Association for
Child Development
(NACD)
Bob Doman
USA Base

JAPAN/WORLDWIDE:
Shichida 1978
Heguru 1986

USA/Worldwide:
Institute for the Achievement
of Human Potential
Glen Doman +
Doman International
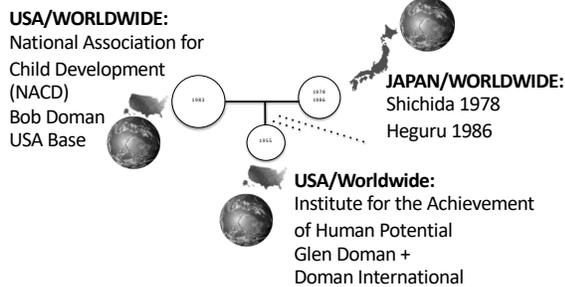
57

Speed + Size + Frequency = Brain Success

58

•2•

Sandwich Style Teaching
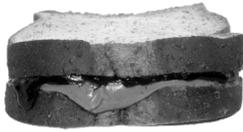
59

60
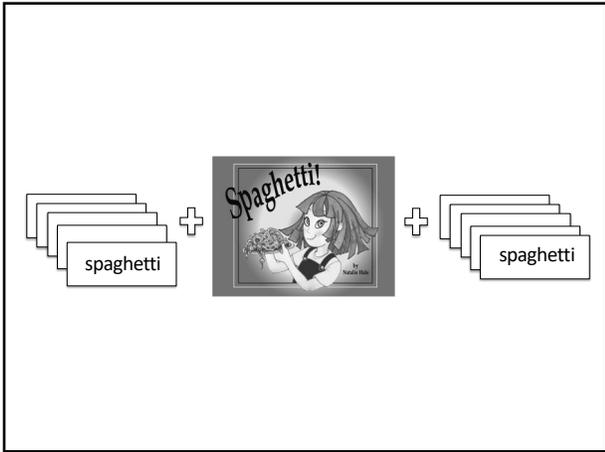
61
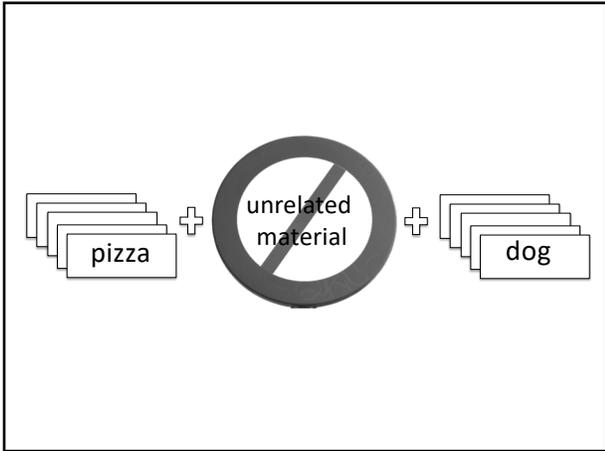
62
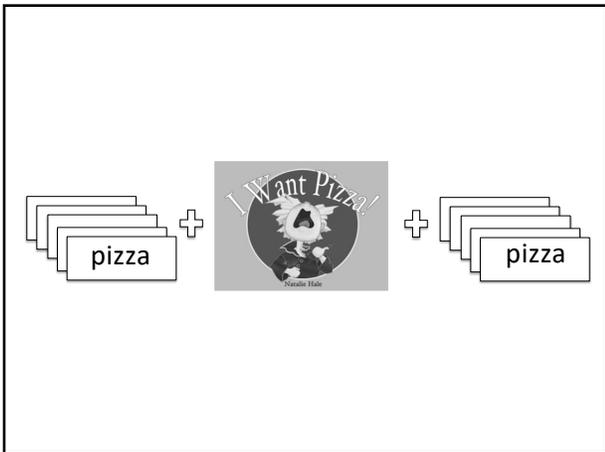
63

Flash cards must relate
to the "Filling" in the Sandwich!

We teach
reading for meaning.

Period.

64

Putting it all together…

What a Stanford Children's Health Doctor Has Learned
from Her Child with Down Syndrome
October 28, 2019 | Davia Gray
DOCTORS, PATIENT STORIES.

Raquel Nieves, MD, of Stanford Children's Health and Bayside Medical Group, with her daughter, Anna

65

66

•3•

Errorless Testing

(avoids FOF syndrome)

67

Errorless Testing Techniques
First defined by Patricia Oelwein

| Step 1: Matching | ⇨ | Step 2: Selecting | ⇨ | Step 3: Naming |

68

I suggest a 4th Testing Technique:

➡ Step 4: Generalizing
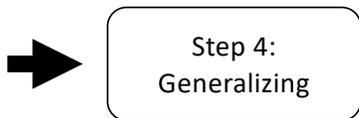
69

Ideal Tool for Generalizing: Personal Pages

Fast, Easy, Effective Generalizing Tool

70

In the beginning with
Errorless Testing...GIVE PROMPTS!

- Verbal prompts
- Physical prompts
- Encouragement

71

Matching

puppy

puppy   pizza

72

Begin with a field of 2

- As the learner progresses,
- Increase to a field of 3, 4, and eventually 6.
- Don't go higher than 6; it's visually confusing.

73

Selecting:
"Show me 'pizza'!"

puppy   pizza

74

Naming:

"What is this?"

pizza

75

Decoding

Letter sounds + experience

Analytic Phonics if needed

76

---

gic Decoding Card

USE THE OTHER SIDE!
This is your "Magic Decoding Card"

How To:
Using the WHITE side,
cover all but the first *letter*
of a difficult word; sound it out.
Then drag th...
the firs...
the e...
out o...

GOAL: Reduce Task Size!

Small task size!

77

Using the "magic decoding card," Step 1:

p | pizza
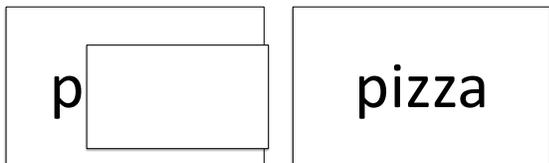
78

Using the "magic decoding card ," Step 2:

pu   pizza
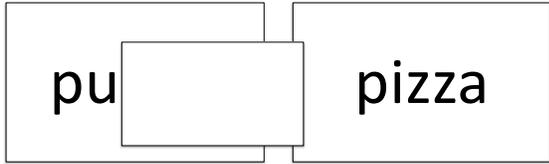
79

Using the "magic decoding card ,"
Step 3:

Pull the card away quickly to reveal
the next syllables
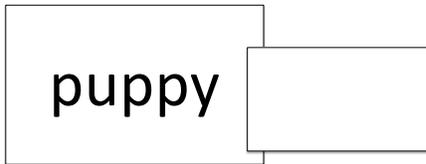
puppy

80

The Puppy

"I can read. Can you?" I asked the puppy.

"No," said the puppy. "I do not know how to read."

"I will help you," I said. "Every day we can read, just you and I."

"Here, put on my old round glasses. They will help you know how to read."

81

"No," said the puppy. "I do not know how to read."

"I will help you," I said. "Every day we can read, just you and I."

"Here, put on my old round g
They will help you know how to read."

82

"No," said the puppy. "I do not know how to read."

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"Here, put on my old round gl
They will help you know how to read."

83

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They will help you know how to read."

84

"No," said the puppy. "I do not know how to read."

"I will help you," I said. "Every day we can read, just you and I."

"Here, put on my old round glasses. They will help you know how to read."

85

What about Phonics?

86

Letter Sounds app:

Starfall ABC

87

Why not stress letter names?
Why emphasize SOUNDS
from the beginning?

88

W

"wuh"

W

"duh-buhl-yew"

89

90

91

Debate History
of Phonics vs. Whole Word Learning

- 4 Centuries
- Many studies done on both sides of the argument
- Turn-taking in prominence ever 30-50 years or so
- Each time phonics returned to power, it was different than previously used
- Both sides have good research to back their view
- **Let's consider the learning weaknesses in Down syndrome when we choose an approach**

92

What "learning weaknesses" are we talking about?

93

Learners with DS typically have…

- Difficulty discriminating sounds
- Poor short term memory
- Poor auditory memory
- Short auditory memory
- Fluctuating hearing loss throughout life
- Deficits in auditory processing, which impact phonological awareness

94

If we are going to teach phonics,
what is the best system
of phonics to use?

Analytic Phonics

95

✔ **Analytic Phonics**

- From the whole to the parts
- High interest words learned first, then broken into parts
- Decoding ability grows with experience

96

Banana

Ba na na

97

What is the phonics system
typically used instead?

Synthetic Phonics

98

Synthe   honics

- From the part to the whole: blends, digraphs, diphthongs learned first
- Parts later assembled into words
- Requires working memory and cognitive ability frequently beyond the grasp of learners with Down syndrome

99

Visual Design for the Brain

100

Make Learning Easy
for the Brain Visually

- Lots of white space on the page
- Large type, "sans serif" (Helvetica, Verdana, etc)
- Double or triple space between each word
- Extra space between lines of type
- No pictures in the same visual field for emergent readers, ideally; turn the page for the picture.

101

I see a monkey.

I see a little monkey.

A little, little monkey.

102

Riddle # 1

I am black.

I am pretty.

I have four legs.

I purr.

What am I?

I am a cat.

© 2013 Special Reads for Special Needs

103

"No, puppy," I said. "No ride. Just let me help you read, okay?"

"Stop," said the puppy. "I want to think this over."

Then the puppy was gone again! Where is he going?

Oh, no. Here he comes again.

"I could be in the movies," said the puppy. "Do you think I could? I could be in Hollywood. I could be a star. What do you think?"

© 2013 Special Reads for Special Needs

104

What about Comprehension?

When a child learns to read for meaning, comprehension follows naturally.

This is how previous generations learned to read.

105

Comprehension

1. Referential comprehension
2. Inferential comprehension

There is no comprehension without fluency and speed.

106

Resource:

Strategies That Work 3 (3rd Edition)
(Book) by Harvey & Goudvis

1. Short, High Interest Text
2. Teach Active Reading rather than Passive Reading
3. Sticky Notes: This is what happened; Huh?; What I think about this; etc.
4. Sticky Notes: one per sentence to summarize *"Teaching reading comprehension*
5. Student reads the sentence aloud twice; then once again silently to herself *is mostly about*
6. Early Training: use several color highlighters to code questions and answers later with the same colors. *TEACHING THINKING"*

107

☆ Comprehension TIPS

- Comprehension questions: avoid compound sentences when possible
- Place the crucial part of the question at the end of the sentence
- Rephrase questions to match the cognitive ability of the child
- Use visuals whenever possible

108

"wh" help:
what
where
when

example: Jamie, pizza, table...

..and what about "why?"

109

Comprehension Evaluation: Emergent Level (Dolch Pre-Primer Word List)
Comprehension Evaluation: Primer Level (Dolch Primer Word List)
Comprehension Evaluation: First Grade Level (Dolch First Grade Word List)

110

Teaching Tips

111

Teaching Tips

- 5 minutes twice a day to begin
- Sit across from, not beside the learner
- No distractions (radio, TV, screens, people)
- Small task size: don't overwhelm
- Repeat, repeat, repeat
- Don't teach when the learner is tired, hungry

112

Parent's Reading **Rx** :

5 minutes 2x day

113

- 5 minutes becomes…
- 10 minutes becomes…
- 15 minutes becomes…

114

3 **Special Education RULES**

- small task size
- frequency
- short duration

115

Your Balancing Act

Too Slow = Boredom
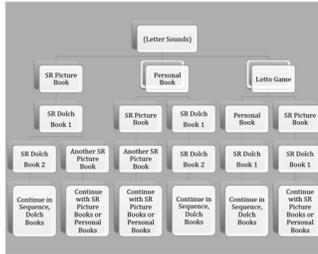
Too Fast = Discouragement

116

Which materials do you use, and when?
When should you move on?
When introduce new material?

117

The Educator Guide:
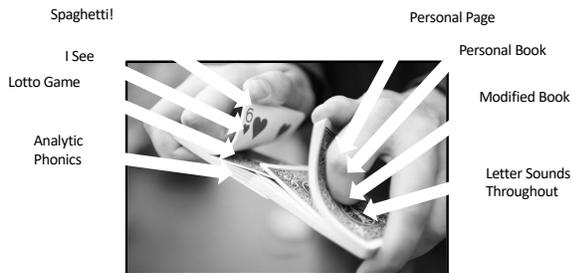Use that as a jumping-off point.

Materials Scaffolding

118

Mix materials, keeping it fresh,
like shuffling a deck of cards

119

For example…

Spaghetti!

I See

Lotto Game

Analytic
Phonics

Personal Page

Personal Book

Modified Book

Letter Sounds
Throughout

ALL are taught "Sandwich Style" with Fast Flash

120

121

122

4 Components:

1. Engage with Fun
2. Teach what's Necessary
3. Evaluate Comprehension
4. Give you Directions

123

Whole Child Reading Program,
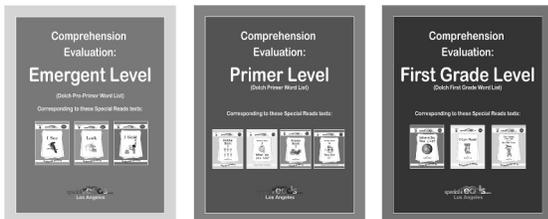Part 1: Engaging the Student

124

Whole Child Reading Program,
Part 2: Teaching Required Word Lists

125

Whole Child Reading Program,
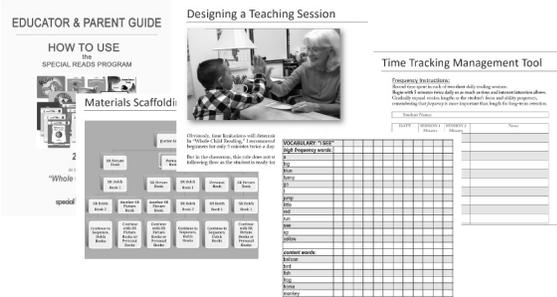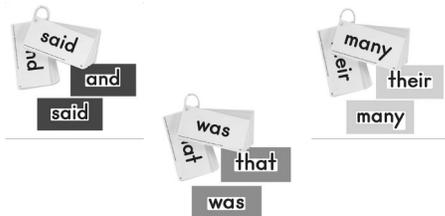Part 3: Comprehension Evaluation

126

4. Teaching Aids

127

5. Your Guide

128

Dolch Flash Cards Included

129

High Interest/Content Cards
(emailed to you)

spaghetti

I

love

balloon

bird

fish

130

Whole Child Reading Program,
Part 3: Comprehension Evaluation

Comprehension
Evaluation:
Emergent Level
(Dolch Pre-Primer Word List)

Corresponding to these Special Reads texts:

Comprehension
Evaluation:
Primer Level
(Dolch Primer Word List)

Corresponding to these Special Reads texts:

Comprehension
Evaluation:
First Grade Level
(Dolch First Grade Word List)

Corresponding to these Special Reads texts:

131

I can play ball.

The milk is up.

Come play
and jump.

132

This dog plays with a new pink frisbee.

○   ○

Where is the baby who is nice and warm?
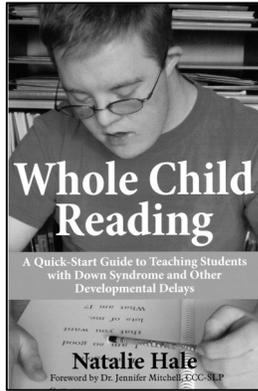

○   ○

3

133

Comprehension Fun 1

The puppy did not want to read. He wanted to go for a walk. When he listened to a story, he fell asleep.

Who did not want to read?

What did the puppy want to do?

When did the puppy fall asleep?

Comprehension Fun 1
(Without Color Prompts)

The puppy did not want to read. He wanted to go for a walk. When he listened to a story, he fell asleep.

Who did not want to read?

What did the puppy want to do?

When did the puppy fall asleep?

134

Resources

135

Your resources…

Whole Child Reading

A Quick-Start Guide to Teaching Students with Down Syndrome and Other Developmental Delays

Natalie Hale

Foreword by Dr. Jennifer Mitchell, CCC-SLP

136

special reads.com

Confidence in a Reading Program that *WORKS.*

Unique design for the learning strengths and weaknesses of learners with Down Syndrome, autism, and more.

For students: high interest, quick success.
For teachers/parents: full instructions included.

NATALIE HALE
Founder, Special Reads for Special Needs

137

YouTube and Facebook:

40 Seconds to Reading
VIDEO 12

Is it too early to start teaching?
Is it too late?

138

Find these videos on:

- Facebook: search for…
- "Down Syndrome Reading with Natalie Hale"
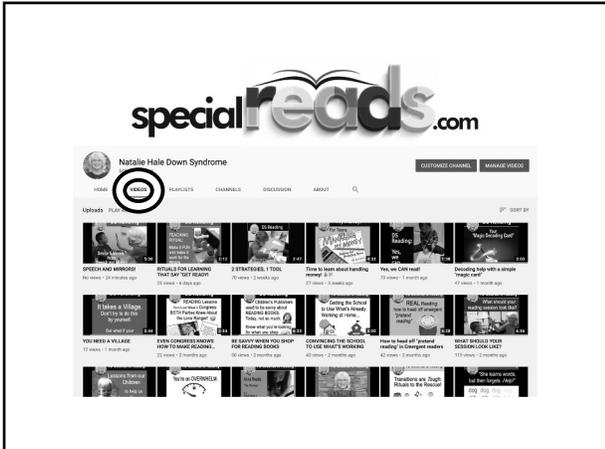
- YouTube: search for…
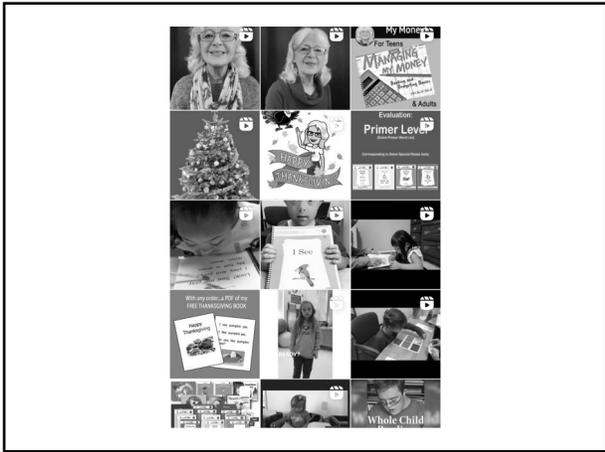- "Natalie Hale Down Syndrome"

139

140

141

142

143

@nataliehalespecialreads

144

145

Review

146

WCR methodology base:

- Letter sounds from the beginning
- initial whole word recognition
- analytic (implicit) phonics
- right brain learning techniques
- a BASE of high interest materials

147

• Recapping Strategies•

1. Fast Flash
2. Sandwich Style Teaching
3. Errorless Testing Methods
   1. Matching
   2. Selecting
   3. Naming
   4. Generalizing: Personal Pages

148

Hook them first.

Then teach.

149

Your Cheat Sheet:

- Start with the learner's choice of a Picture Book + 3 letter sounds a week
- Gather the flash cards for that book
- Teach it Sandwich Style with Fast Flash
- Once the learner is hooked, introduce the High Frequency Series in sequence
- As length of the session expands, add other materials, errorless testing, etc.

150

Can I work with more than one book/material at a time?

YES.

151

Your Balancing Act

Too Slow = Boredom

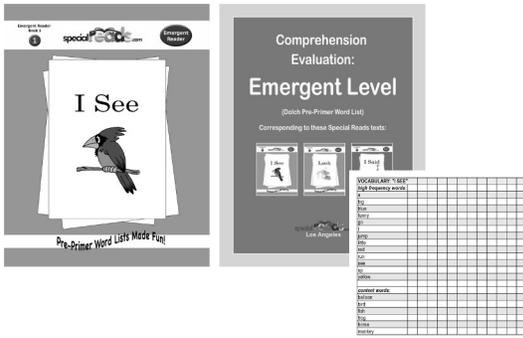Too Fast = Discouragement

152

Assessment: Where are they?

153

What's your first step? Assessment.

1. Assess the learner's literacy level.
2. Two quick ways; choose either one first:
   1. Have the learner read whichever High Frequency Book might be on target with his level.
   2. Then choose the Comprehension Evaluation Book for that level. How does he/she do?
3. Adjust the level up or down and use those materials. Use your running records (see Educator Guide) to record vocabulary "holes".

154

For example:

155

Q & A

156