

Reading Success at Any Age

Speaker: Natalie Hale

1

Reading Success at Any Age



2

Teaching Older Non- Readers/Emergent Readers

- ✓ Teaching Method is the same
- ✓ Base Materials are the same
- ✓ Personal high-interest materials are also needed

3

Meet their need,
and they will read.

How do we meet
their need?

4

“We go in through the heart
and teach to the brain.”



5

That is the method.
Everything else is just details.



6

What does that mean?



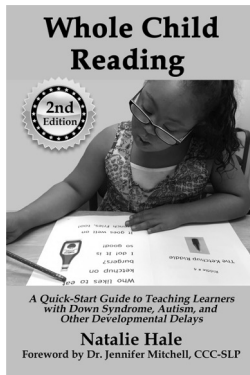
• We go in through the heart by using high interest materials



• We use right hemisphere teaching methods, making it easier for the brain to receive and retain the information.

7

“How to”
Details:



8

What do YOU need?

- 1.Strategies
- 2.Materials
- 3.Teaching instructions

9


You can do this!
Let's eliminate the resistance.

10

"I don't have time."

11

Parent's Reading **R_x**



5 minutes 2x day

12



- 5 minutes becomes...
- 10 minutes becomes...
- 15 minutes becomes...

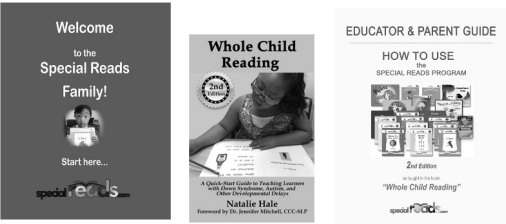
13

“I’m not a teacher.”

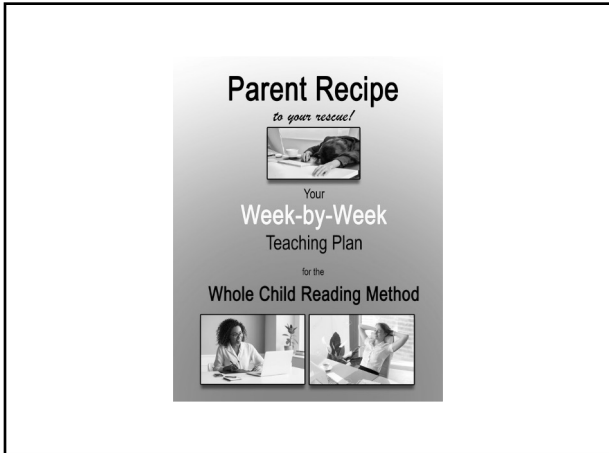
Of course you are.

14

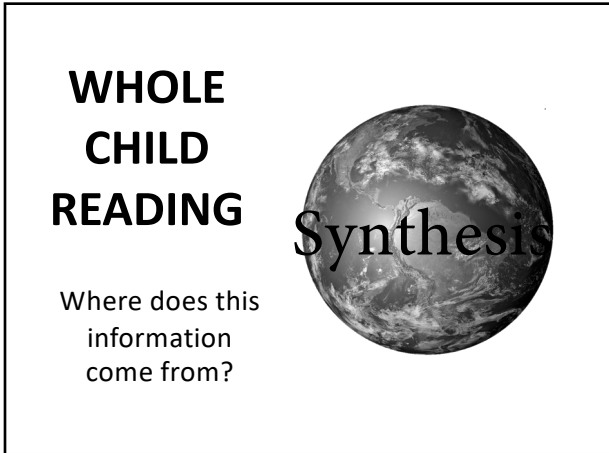
Teaching Aids



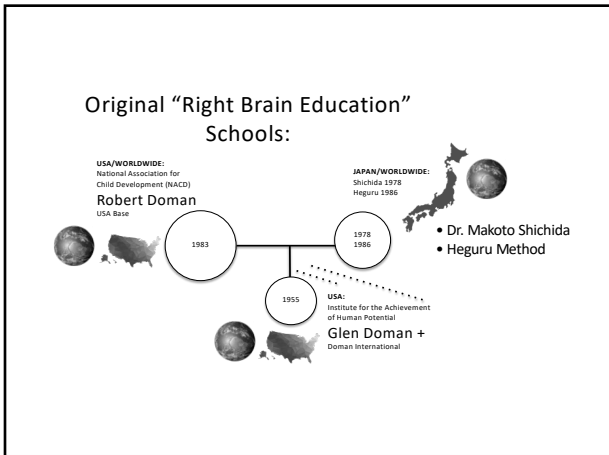
15



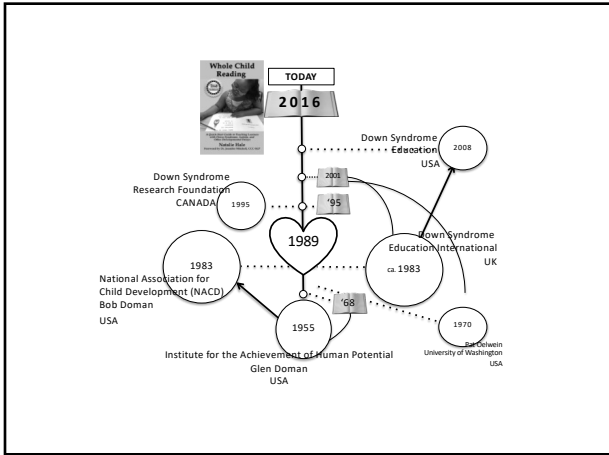
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17



18



19

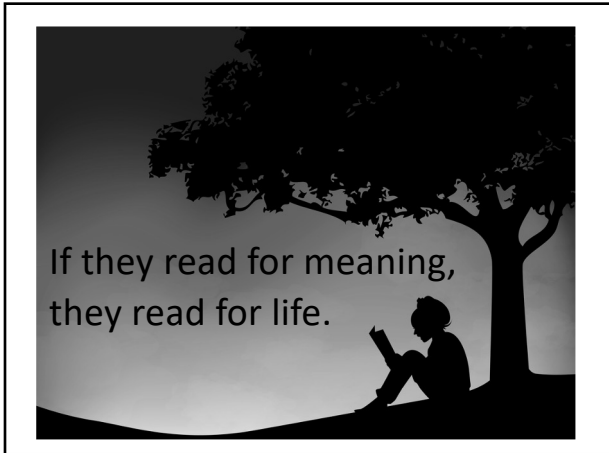
8 Basic Principles

20

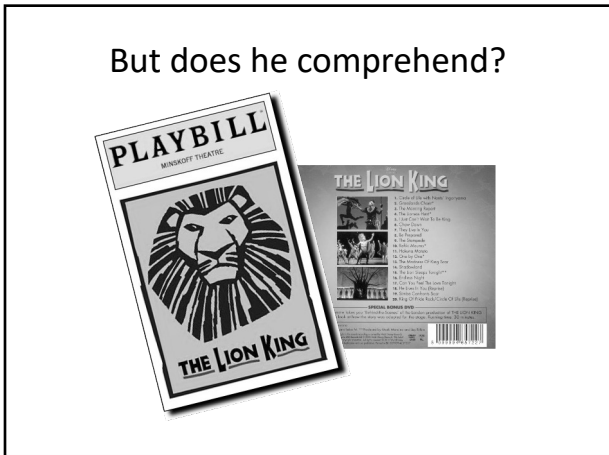
1

We teach reading for meaning.

21



22



23

2

We teach
letter sounds from
the beginning.

24

Letter Sounds
app:
Starfall ABC

25

3
Simultaneously,
we teach
meaningful
whole words.

26

4
We teach using right
hemisphere brain
techniques.

27

5

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

28

6

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

29

7

Teach 2x Day

30

8

Follow the Special Ed
3 BASIC RULES:

31

1. Small task size
2. Frequency of teaching
3. Duration of sessions (short)

32

Strategies

33

4

Strategies

34

1. Fast Flash
2. Sandwich Style Teaching
3. "Magic" Decoding Card
4. Errorless Testing

35

•1•

FAAAAST Flash



36

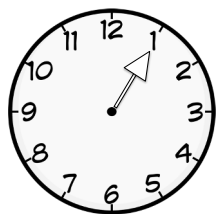
What is Fast Flash?

- Fast Flash is a “right hemisphere learning” technique of teaching with flash cards
- It synchronizes with the brain’s preferred speed to recognize 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.

37

How fast?

38



Cards Per Second:

or

39



40

Please remember this new YouTube resource...

41

How many cards in a group?

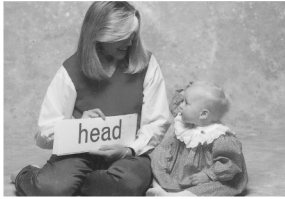
one	two	three	four	five
-----	-----	-------	------	------

Flash the group how many times?

3

42

About those Flash Cards...
make them big



and
make them red

like this later

43



44

Why the speed?

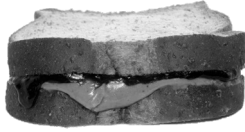
rightbrainededucationlibrary.com

Dr. Glenn Doman
Dr. Makoto Shichida
Heguru Method

45

•2•

Sandwich Style Teaching



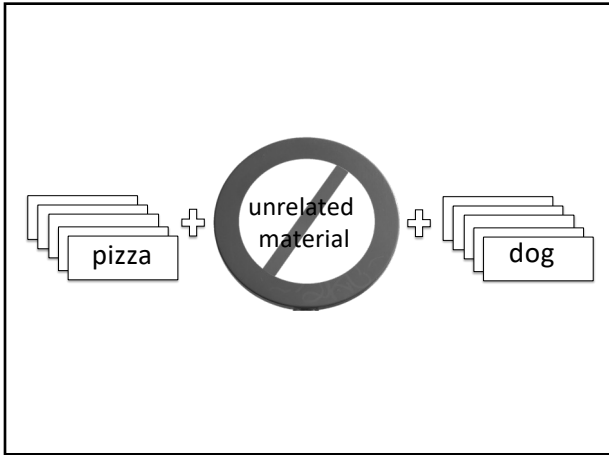
46



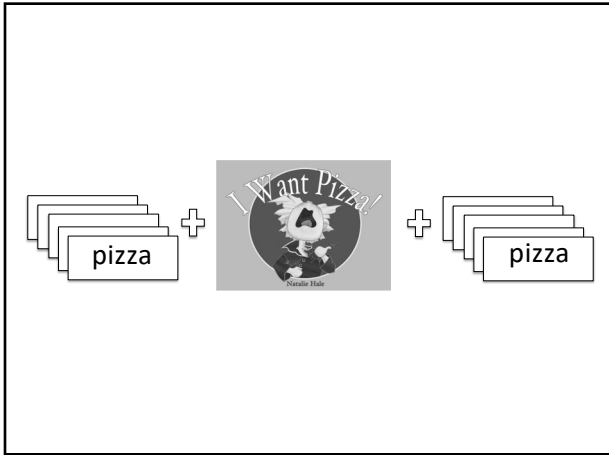
47



48



49



50

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

**We teach
reading for meaning.
Period.**

51

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.



Rosell Nieves, MD, of Stanford Children's Health and BaySide Medical Group, with her daughter, Armi

52



53

•3•

"Magic Decoding Card"

54

Why is this tool so important?

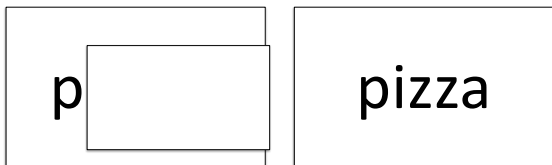
- It gives the learner the “lightbulb moment” of realizing that s/he CAN decode a word.
- It reduces the task size: the task is now manageable.
- A complete word can be overwhelming; reducing the focus to just the first sound, and then the second, makes the task manageable.

55



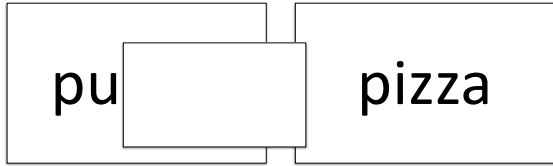
56

Using the “magic decoding card,” Step 1:



57

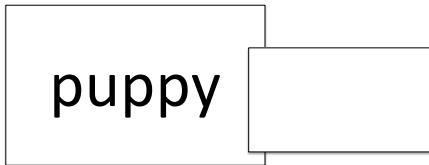
Using the "magic decoding card," Step 2:



58

Using the "magic decoding card," Step 3:

Pull the card away quickly to reveal the next syllables



59

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."



60

"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."

61

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62

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63

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

64

●4●

Errorless Testing

(avoids FOF syndrome)

65

Errorless Testing Techniques

First defined by Patricia Oelwein

```

graph LR
  A[Step 1: Matching] --> B[Step 2: Selecting]
  B --> C[Step 3: Naming]
  
```

66

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

- Verbal prompts
- Physical prompts
- Encouragement

67

Matching

puppy

puppy

pizza

68

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.

69

Selecting:
"Show me 'pizza'!"

puppy

pizza

70

Naming:

"What is this?"

pizza

71

I suggest a 4th Testing Technique:



Step 4:
Generalizing

72

Ideal Tool for Generalizing: Personal Pages



Fast, Easy, Effective Generalizing Tool

73

BONUS POINT STRATEGIES!

- Water
- Brain Gym
- Memory Games

74

Hydrate.

The brain is electric,
and water conducts electricity.
It's a no-brainer.



75

Crossovers or Cross-Crawl



76

DS Reading

Easy-Peasy
Brain Prep:
CROSS-CRAWLS!

77

Cross-Crawl Protocol:

- _____
- 24 Crossing over
- _____
- 10 Same side
- _____
- 24 Crossing over
- _____
- 10 Same side
- _____
- 24 Crossing over

78

Memory Games
&
Speech & Mirrors (YouTube)



79

Bottom line
for success:

80

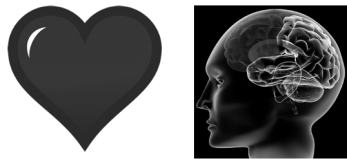
Speed + Size + Frequency
= Brain Success

81

Speed of flashing
+
Size of font
+
Frequency of teaching
= Success

82

Let's go back to
"We go in through the heart
and teach to the brain."



83

How do we
"Go in through the heart"?



84

DIY

Materials for
"Going in through the heart"



85

Ready-Made

Materials for
"Going in through the heart"



86

DIY

Materials for
"Going in through the heart"



87

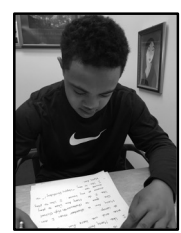
- ♥ Personal Pages
- ♥ Personal Books
- ♥ Lotto Games
- ♥ Modified Books

88

These are *explained
in detail* in my book
“Whole Child Reading”

89


♥ **Personal Pages:**
The Super-Motivator



& Effective Generalizing Tool

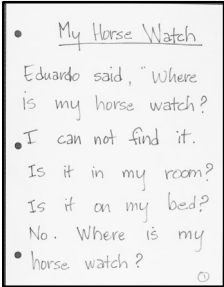
90

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




91

Motivating Personal Page for an Upset Student:



92

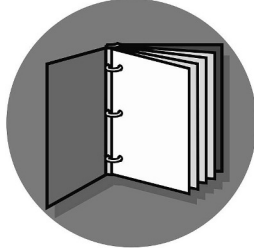
Achieve 2 Goals with 1 Page



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

93

Collect those pages!
Review from time to time.



94




Personal Books

95

Emergent Reader Level Sample

	I like Olaf.
2	3

	 I like Olaf.
4	5


96

✘

I like Olaf.	
--------------	---


97

✘

	I like Olaf.
2	3
	 I like Olaf.
4	5


98

✘

	I LIKE OLAF
2	3
	 I LIKE OLAF
4	5


99

✓

	I like Olaf.
2	3
	 I like Olaf.
4	5


100

Primer Level Sample

	Olaf is a funny snowman. He plays with Anna and Elsa in the snow. They have fun.
2	3
	 Olaf is a funny snowman. He plays with Anna and Elsa in the snow. They have fun.
4	5

101

For more advanced readers...

	Olaf is a funny snowman. Anna and Elsa like to play with him and skate together. They laugh and have so much fun with him!
---	--

102

♥

Lotto/Matching Game Samples:

(from specialreads.com site)

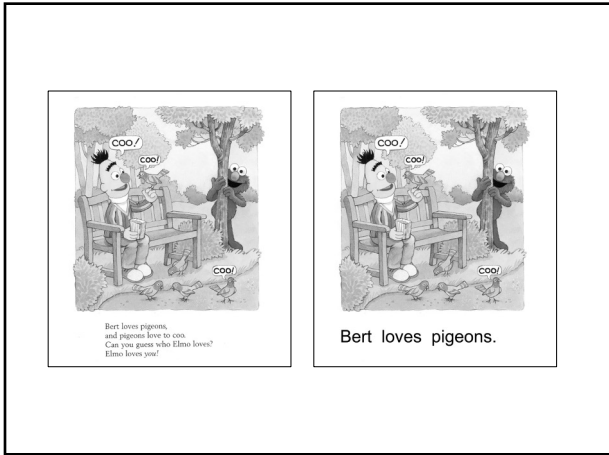
103

♥

Modified Books

104

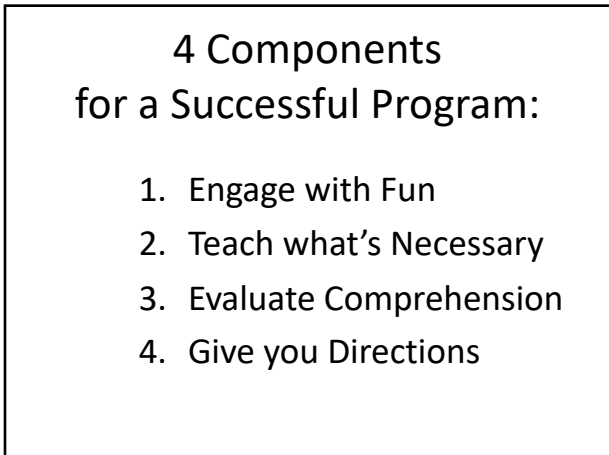
105



106



107



108

Whole Child Reading Program, Part 1: Engaging the Student



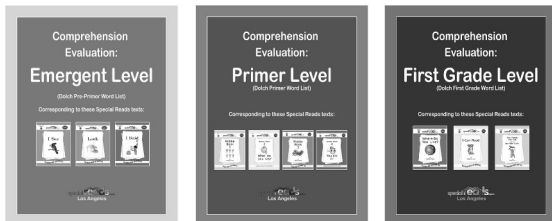
109

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



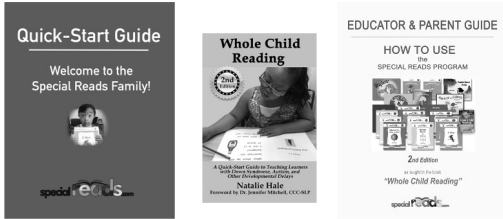
110

Whole Child Reading Program, Part 3: Comprehension Evaluation



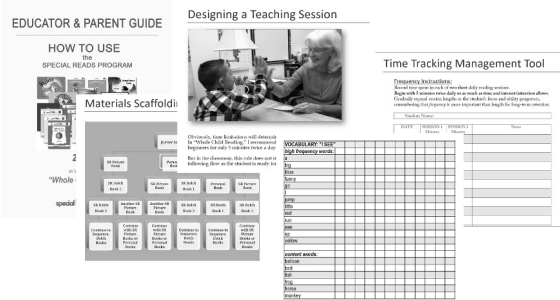
111

4. Teaching Aids



112

Inside Your Parent Guide



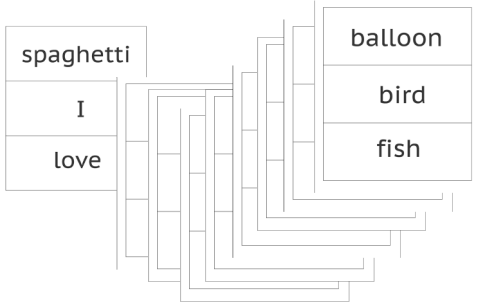
113

Dolch Flash Cards Included



114

High Interest/Content Cards (emailed to you)



115


Visual Design for the Brain

116

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.

117




I see a monkey.
I see a little monkey.
A little, little monkey.

118

Riddle # 1

I am black.
I am pretty.
I have four legs.
I purr.
What am I?

© 2013 Special Needs for Special Needs




I am a cat.

© 2013 Special Needs for Special Needs

119

"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?

© 2013 Special Needs for Special Needs

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 Needs for Special Needs

120

Let's talk about
PHONICS
&
COMPREHENSION, FLUENCY

121

What about
Phonics?

122



123

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**

124

What "learning weaknesses" are we talking about?

125

Learners with DS typically have...

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

126

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

Analytic Phonics

127



Analytic Phonics

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

128

Banana

Ba na na

129

What is the phonics system typically used instead?

Synthetic Phonics

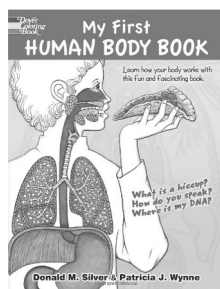
130

Synthetic  Phonics

- From the meaningLESS 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

131

But can he decode?



132

What about Comprehension?

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

This is how previous generations learned to read.

133

Comprehension

- 1.Referential comprehension
- 2.Inferential comprehension

There is no comprehension without fluency and speed.

134

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. Still ~~Teaching reading comprehension~~ **is mostly about** ~~TEACHING THINKING?~~
- 5. Student reads the sentence aloud twice; then once again silently to herself
- 6. Early Training: use several color highlighters to code questions ~~TEACHING THINKING?~~

135



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

136

“WH” HELP:

- who
- what
- where
- when
- why

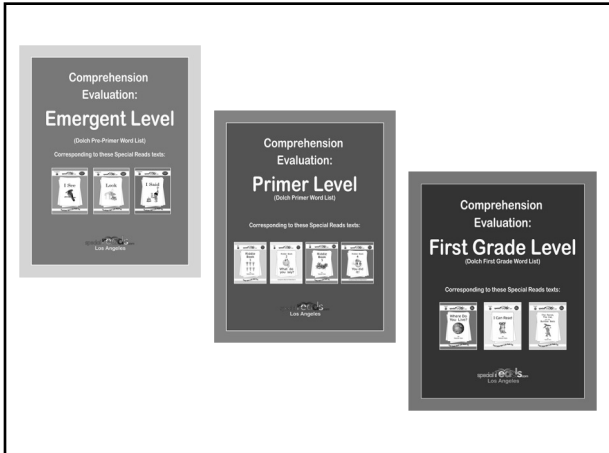
Examples...

137

Backloading the questions:

- Jamie loves Mom. Who?
- Jamie is eating pizza. What?
- Jamie is eating pizza at the table. Where?
- Jamie eats pizza after school. When?
- Jamie is eating pizza because he’s hungry. Why?

138



139

Fluency

- Don't interrupt for more than 2-3 seconds; when you use the Magic Decoding Card, use it quickly, without laboring over the word
- Keep a running record of stumbles and then...
- Work those errors later
- Repeat a sentence (paragraph) 3 times
- Join in the 3rd time for encouraging speed

140

Teaching Tips

A cartoon illustration of a woman with her hair in a bun, wearing a dark top. She is sitting at a desk with papers, looking thoughtful with her hand to her chin. A thought bubble is above her head.

141



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

142

Reading Rx



5 minutes 2x day


143



- 5 minutes becomes...
- 10 minutes becomes...
- 15 minutes becomes...

144

Your Balancing Act



Too Slow =
Boredom

Too Fast =
Discouragement

145

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



146

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

147

Secondary Diagnoses

148

Another factor to consider:

Oculomotor Fatigue

- Limit time that needs intense visual attention, breaking up visual work with physical activity, etc.
- Keep the fonts LARGE.

149

What about a Dual
Diagnosis
of Ds/Autism?

We teach to the autism.

150

Please refer to:

The Sie Center for Down Syndrome
at Children's Colorado

Go to:

www.childrenscolorado.org

then search for:

Sie Center

151

This is underdiagnosed for a
variety of reasons:



- Doctors may not have the experience to diagnose accurately (Diagnostic Overshadowing)



- Parents may be afraid of their child having another label



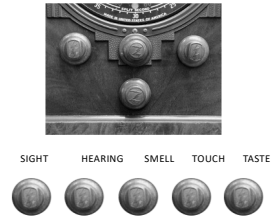
- Schools may not want to give the extra services: lack of funds, lack of staff.

152

Understanding some of
the needs
of learners with ASD or
ADHD:

153

DS/ASD/ADHD:
Reduce all sensory input.



154

Use soft incandescent
lighting;
no florescent lighting



155

Focusing Help for
ASD/Autism/Ds/ADHD/ADD

Sentence Building
Signing Text

Cook said, can you help

Sentence Building
Signing Text



156

Reduce the visual field.



157

Fabulous resource:

www.aspergerexperts.com

158

Apraxia (CAS)

CAS = Childhood Apraxia of Speech

159

Apraxia (CAS) + Ds = 20-30%

- is NOT a developmental delay
- is a motor disorder involving coordination of the brain and speech muscles
- needs specialized speech therapy

160

Be alert for

Diagnostic
Overshadowing

“It’s just Down syndrome.”

No, it’s not.

161

I said we teach

Reading for Meaning

Is there a secondary goal for
teaching reading?

162

Yes.
We Teach Reading to
Teach Talking

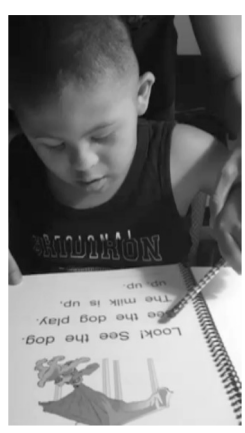
163

NOT Apraxia:



164

This demonstrates Apraxia:



165

Refer to the book "Whole Child Reading" for details on teaching and testing learners who are nonverbal.

Non-Verbal Testing	Non-Verbal Proving
Lotto Games	Video of Signing
Sentence Building	Video of Reading with Signs
Signing Text	Video of Sentence Building

166

That's not all...

My Resources for You

167

My Resources
for YOU

f FACEBOOK: "Down Syndrome Reading with Natalie Hale"

▶ YOUTUBE: "Natalie Hale Down Syndrome" Click my profile picture to get to 100+ videos and shorts.

📷 INSTAGRAM: @nataliehatespecialreads

🌐 WEBSITE BLOG: www.specialreads.com/blog-page

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The screenshot shows the homepage of specialreads.com. At the top, there is a navigation menu with links for HOME, ABOUT US, BOOKS & BUNDLES, WORKSHOPS, PERSONAL CONSULTS, BLOG, TESTIMONIALS, EDUCATORS, RESOURCES, SPANISH, and CONTACT US. The main content area features an article titled "Confidence in a Reading Program that WORKS." with a sub-headline "Unique design for the learning strengths and weaknesses of learners with Down Syndrome, autism, and more." Below the article is a testimonial from Natalie Hale, a parent, and a quote from a teacher. The specialreads.com logo is prominently displayed at the bottom of the page.

169

The screenshot shows the blog section of specialreads.com. The page has a navigation menu at the top and a search bar on the right. Below the search bar, there are several blog posts. One post is titled "PERSONAL REVIEW PAGES: A DIFFERENT TOOL ALTOGETHER!" and another is "PERSONAL PAGES: FASTEST READING TOOL EVER". An arrow points from the first post to the search bar. There is also a "LIKE US ON FACEBOOK" section and a "NEW EXPANDED READING PROGRAM" announcement.

170

YouTube and Facebook:

The image shows a YouTube video thumbnail. The title is "40 Seconds to Reading" and the video number is "VIDEO 12". The main text on the thumbnail asks "Is it too early to start teaching? Is it too late?". There are two small images of children reading books. The video is hosted on YouTube, as indicated by the logo in the bottom right corner of the thumbnail.

171

Down Syndrome Reading with Natalie Hale

Just what you're looking for... a Reading Program that **WORKS**.

www.specialreads.com

Down Syndrome Reading with Natalie Hale
@DownSyndromeReading Educational Consultant

172



173

Search: natalie hale down syndrome

Natalie Hale Down Syndrome

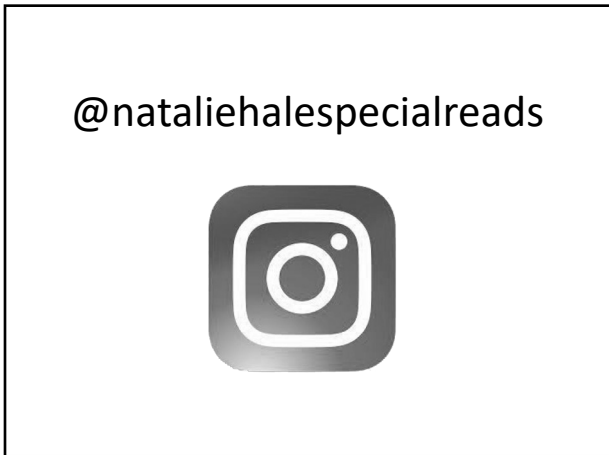
Latest from Natalie Hale Down Syndrome

- DS Reading
- SPEECH AND MIRRORS!
- DS Reading
- TRIALS FOR LEARNING THAT SAY "GET READY"

174



175



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My Certification Course



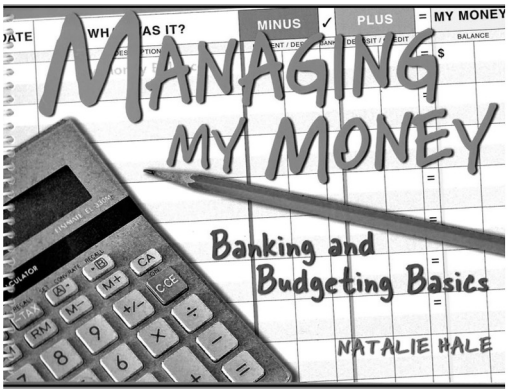
- 8-week Course, 2 contact hours per week
- Limited to 4 participants per Course
- By Zoom; meeting time arranged by team
- Complete information can be emailed to you

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And more resources...



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Q & A

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