

Teaching Students with Intellectual Disabilities to Transfer Early Reading Skills to Connected Text

Research Question

Would application lessons designed to teach students to improve and transfer early reading skills to specific connected text result in improved student ability to quickly identify words (i.e. unitize) both in and out of context?

Participants

- Selected from a larger longitudinal study
 - All identified with Intellectual Disabilities (ID)
 - All taught in a self-contained setting
- Participated in intervention lessons for 1-3 years
- Continued to experience extreme difficulty with early word recognition skills
 - Irregular words (e.g. *was*)
 - Regular words (e.g. *sat*)
- Blended sounds together to form a few simple words (e.g. *fan, sat*), but often unable to decode similar words in connected text

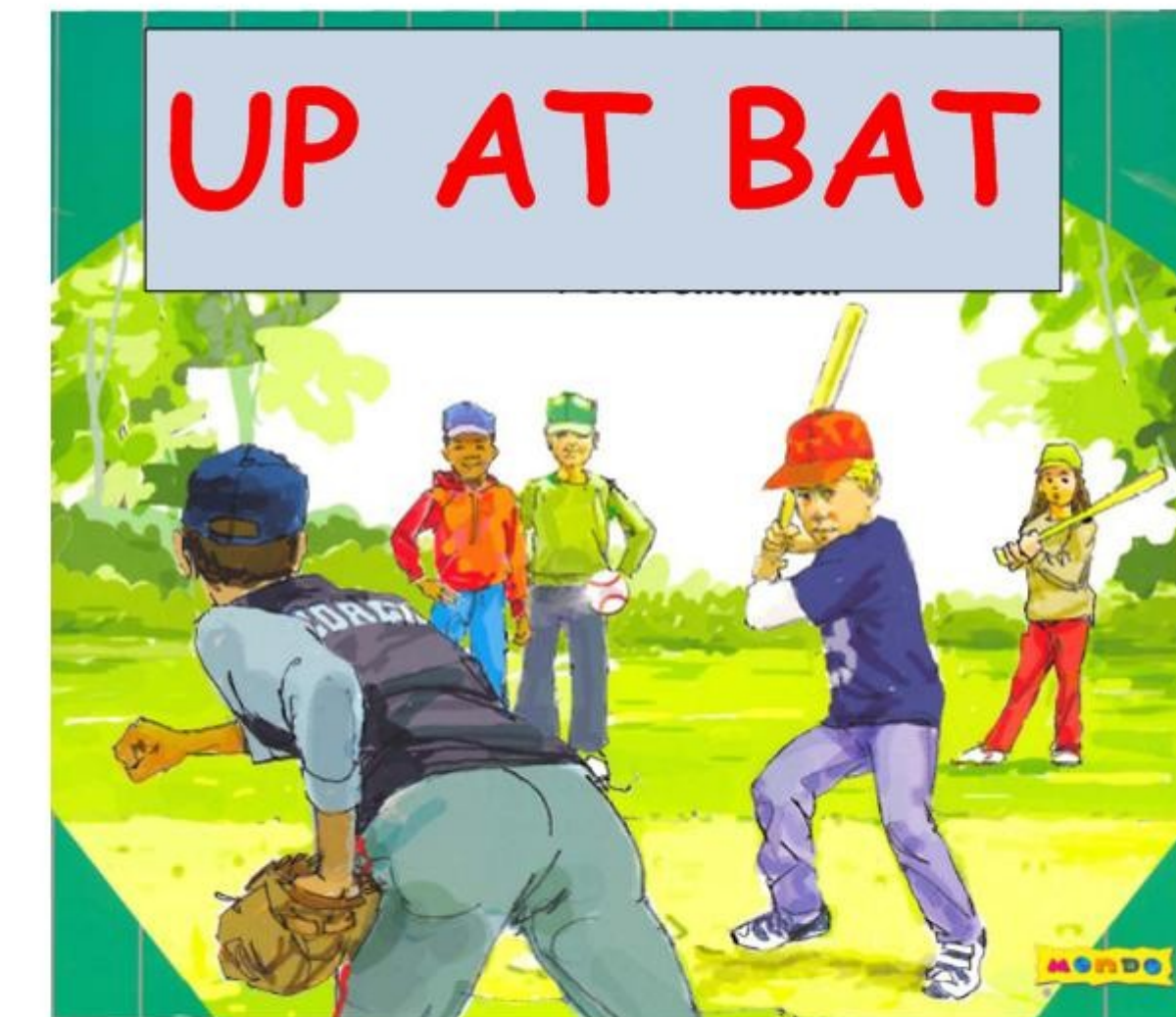
Procedures

- Each session included 25-30 minutes
- Assessments were conducted at the end of each session
- Students began the next set of application lessons (i.e. the next book) when they made no more than 5 errors on the assessment (cumulative word list)

Materials

- Word list developed to include high frequency regular and irregular words
- Books were written to include predominantly the words from the list

Intervention



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Adapted by Jill Allor

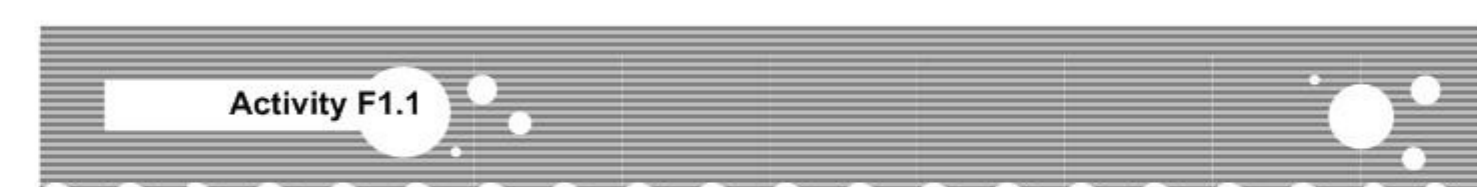


Crack! The bat hits the ball.

"I did it! I did it!" said Sam. "I hit the ball."

"Look at the ball!" said Tom. "Look at the ball go up, up, up!"

Where will the ball go?



Will Sam hit the ball?

Bam! Sam hits the ball.

"I hit the ball!" said Sam.

"Look at the ball go!" said Jack.

F1.1 Up at Bat Connected Text ©SMU



i	t	o
m	h	a
k	i	w
a	n	d
b	o	th

1C Up at Bat Letter-Sound Review ©SMU



look	said	I
do	want	the
I	looks	want
the	want	you
you	to	do

3B Up at Bat Tricky Words ©SMU



hit	with	will
Sam	land	fun
can	hits	bat
not	fast	bam
Tom	did	Jack

1G Up at Bat Bounding Out ©SMU

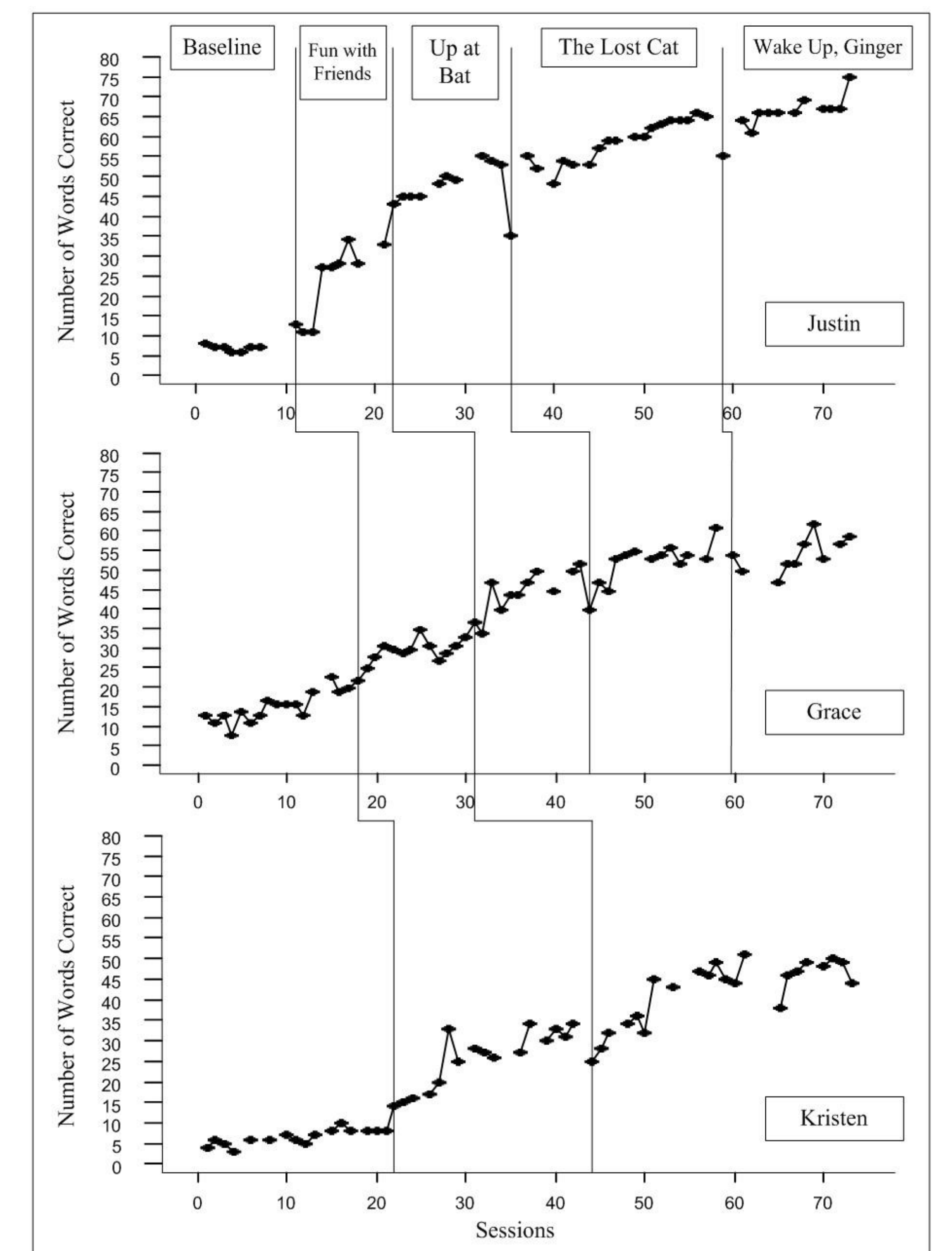
Assessment

a	glad	me	see	was
at	go	miss	she	will
back	he	much	sit	wish
bam	here	must	splash	with
bat	hit	no	still	you
but	I	not	stop	
can	if	of	sun	
come	in	on	that	
crack	is	pick	the	
did	it	pitch	to	
dig	Jack	play	Tom	
do	land	run	top	
ducks	like	said	up	
fast	look	Sam	very	
fun	lot	sand	want	



Results

Figure X. Words read correct on proximal measure during baseline and intervention



Justin

- IQ: 52 (moderate)
- Grade: 3
- Received ESL services
- Participated in longitudinal study for 2 years

Grace

- IQ: 59 (mild)
- Grade: 4
- Participated in longitudinal study for 4 years

Kristen

- IQ: 45 (moderate)
- Grade: 6
- Participated in longitudinal study for 3 years

Conclusion

- The application lessons were effective in improving student ability to quickly identify words both in and out of context
- After participating in application lessons, the students unitized (pronounced word within 3-4 seconds) words from books when presented in a random order
- Anecdotal observations revealed students successfully read the connected text specifically taught in the application lessons
- Oral reading fluency measures (DIBELS) revealed some growth