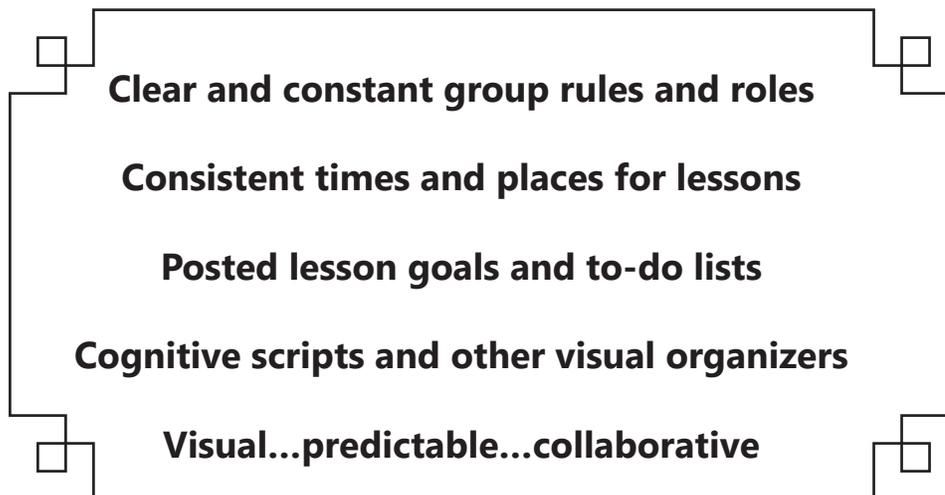


BUILDING A SOLID FRAME



Getting Started

This book is divided into four literacy chapters:

- Chapter One: Weaving Rules, Roles, and Responsibilities Within Group Communication,
- Chapter Two: Weaving Prior Knowledge with New Information,
- Chapter Three: Weaving Organizational Strategies To Enhance Comprehension, and
- Chapter Four: Weaving Critical Thinking into Written Communication.

Items Included in Each Chapter

Overview: The overview relates information emphasized in the chapter, including literacy skills to be addressed and enhancement strategies or adaptations to be used when working on these particular skills.

Theory: The theory includes the particular difficulties often found in students with HFA/AS when they are working on the chapter skills. The theory also explains the importance of the skills across settings and how enhancement strategies may be incorporated to aid the students in learning these skills. The theory also may include research and best-practice indicators.

Framework for Consistency: The framework represents one of the best practice strategies found helpful to students with HFA/AS. If the frame of each learning activity remains consistent then the content of the activity may change with less difficulty. Sequencing and organization difficulties, common deficits for these students, often are alleviated by strategies that build the frame: establishing clearly defined goals, making information visual (even for the most verbal student), and using literal language and visual cues to explain rules and expectations. This framework provides consistency in basic concepts and procedures, so that novel information may be easily incorporated because the environment and class expectations are predictable. By using these strategies consistently, the students then are able to weave their difficulties within the strategies for greater success in their learning environment.

Goals and Objectives: The goals and objectives reflect what the students will be learning, and what they should be able to demonstrate on completion of the chapter. The goals and objectives are designed to aid the teacher in developing specific individualized education plans for their students.

Parent Letter: Parents play an integral part in their students' education. The parent letter expresses the teacher's educational goals and classroom procedures. It includes what the teachers know about how children learn and develop skills, and how they will use this knowledge to teach the students. The letter will also include some ideas to help the parents to enhance the skills from each chapter at home.

Questionnaires: Each chapter will begin and end with a questionnaire for the students to complete. The questionnaire at the beginning of a chapter is to be used to record information and interests the student already holds about the skills to be addressed. When completed a second time, the questionnaire will reflect new knowledge learned about the topic, changes or flexibility in thoughts, changing perspectives, and opportunities for reflection. The questionnaires should be kept in a classroom folder for future reference of student progress and growth.

Activities: Sample lessons based on typical literacy curriculum are provided. These lessons include model enhancement strategies that are appropriate for enhancing the designated skills. A goal for the class is given for each lesson, along with a list of tasks to be completed during the session. These to-do lists provide visual supplement, sequence, expectations, and a reference for time management. Each sample lesson includes directions that a teacher or care provider may want to follow, possible discussion topics about class events, and scripts, sample texts, or worksheets suggested for use in the lesson.

Handouts: Handouts for each chapter are included in the accompanying CD. These handouts may be duplicated for the students as desired.