Using Collaborative Strategic Reading – High School (CSR-HS) to Support Reading Comprehension for Secondary Students with Autism

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The Center on Secondary Education for Students with Autism Spectrum Disorders

Research and development center funded through the U.S. Department of Education

Purpose: Develop and implement a comprehensive high school program for students with autism spectrum disorders

3 intervention sites

60 schools

547 students



San Diego State University



Collaborative Strategic Reading – High School (CSR-HS)



CSR: Evidence-based intervention to improve reading comprehension using cognitive and metacognitive strategies to explore different components of text, identify and summarize main ideas and generate questions about the material (Vaughn et al., 2013).

CSR-HS: Adapted from traditional CSR to be generalizable across content areas to support reading comprehension for high(er) functioning students with ASD in HS by incorporating EBP's specific to autism (priming, prompting, self-monitoring) to engage students before, during and after the reading process (Reutebuch et al., 2014).



	r	ate			_	Question Stems		
f Text: e Reading	Learning Log				Why Why Why Why	y are How are y did How did y is How much was How many	What Where Who What is Where are Who is What opouthisk will happen fill. Where is Whee is What opouthisk costed. What opouthisk costed. Whee is What opouthisk costed. What is one What is one	
y words are:	I have looked at the: Title Key word			Learning Log 2				- 1
	I have visualized the: Dictures Demonst	True or False?						- 1
		Write the statement.	Answer If false, rewrite to make the statement t	rue.				- 1
			T / F			© 2014 The Mea	lows Center for Preventing Educational Risk, The University of Texas at Austin	
			T / E					
g Reading			, , ,					
Meanings			т / ғ	Graphic Organizer				Learnin
es not make sense to me.	Now I get it!			Who or what is the story is mainly about?				
		After Reading						
		Generate Questions		What are the three most important things about	out the who or what?			
		"Why" Question	Response					
				*	2			
		"How" Question	Response		-			
02	2014 The Meadows Center for Preventing Educational Risk, The University of Texas at Austir							
		"What," "Where," or "Who" Question	Response	Summary Use the graphic organizer to con	nstruct a summary ab	out the reading top	ic.	
CSR-HS Checklist Names:	Date							
Before Reading During	Reading. After Reading the text or followed along. Created one "how" or "why"							
Looked at the pictures or other visuals.	te parts of the son: that did question and one "what," "where," make sense. arrayee	© 2014 The Mea	dows Center for Preventing Educational Risk, The University of Texas at Austin					
Werk Wrote key words. Checked with partner for help if Work	Whote questions and answers. Whote questions and answers. Red with partner to complete Asked questions with partner.							
needed. true, Chec need	ntaine activity. □ Completed graphic organizes: deal with partner for help if God. □ Checked with partner for help if							
Things to do: Things to	needed. o say if you are stuck: Things to say if you are stuck:							
Make connections with the topic. Can ye I don't Do you	ou help me figure this ous? Can you answer this question? Nhat do you think is the most inv- agrees or disagree! Why!							
+ Tagree	eidisagree, and this is why • What is an important thing about the "whot" or "what"?			@ 2014 TL-	a Mardoux Cantar for Do	manting Educational Di	k The University of Texas at Austin	
				© 2019 Inc	is meadows center for Pre-	werning concertonal Ri	In the sense as y of reads at Augun	



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CSESA The Center on Secondary Education

Goal Setting and Progress Monitoring

Goal Attainment Scaling (GAS) - (Ruble et al., 2012)

Method for measuring progress on an individualized goal, objective or benchmark

Allows for individual progress to be summarized across multiple students, goals, or domains

Used together with objective measurement and data collection procedures

Beginning with baseline performance, an annual goal is determined with benchmarks leading to goal attainment and beyond





Implementation of CSR-HS

- 1. Identification of CSESA students struggling with reading comprehension
- Reading to learn vs learning to read
- 2. Development of GAS goals for each student
- 3. Teacher training on intervention
- 4. On-going coaching and support
- 5. Fidelity measurements
- 6. Plan for generalization and sustainability
- 7. Follow-up investigation



Sputnik and the Space Race



Contextualization of CSR-HS

Structure:

1:12:1Student-lead small groupWhole class

Content:

CSR-HS materials Biology curriculum The Great Gatsby California Written Drivers Test Tween Tribune/Newsela Achieve 3000/Read 180

CSESA The Center on Secondary Education for Students with Autism

Technology:

Electronic Learning Logs Google classroom Actively Learn Smartboard

Assessment:

CSR-HS multiple choice questions Development of learning logs Sophistication of summary Student developed questions used for exams Oral presentations



Outcomes of CSR-HS

Reading comprehension

Writing (identification and synthesis of key facts; development of cohesive summaries)

Question development (T/F, "WH-")

Peer to peer social interactions

Confidence with reading

Oral presentation skills

Conversation skills

Expanded topics of interest/conversation



Comfort around opposite sex Decreases in social anxiety

Computer/technology/internet use*

Thinking outside of the box*

Releasing control/letting go*

Moving beyond the prescribed content*



Thank You!!!

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