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

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

3 intervention sites
60 schools
547 students

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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).

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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

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<tbody>
<tr>
<td><strong>0</strong></td>
<td>Baseline</td>
<td>After listening/reading a passage the student is able to identify 3 main points and copy them directly from the text</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Initial Objective</td>
<td>After listening/reading a passage and given a graphic organizer, the student will identify 1 main idea from the text and paraphrase it into a cohesive statement with 60% accuracy with minimal prompting.</td>
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<td><strong>2</strong></td>
<td>Secondary Objective</td>
<td>After listening/reading a passage and given a graphic organizer the student will identify 2 main ideas and paraphrase them into a cohesive summary with 70% accuracy with minimal prompting.</td>
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<tr>
<td><strong>3</strong></td>
<td>Annual Goal</td>
<td>After listening/reading a passage and given a graphic organizer the student will identify 3 main ideas and paraphrase them into a cohesive summary with 80% accuracy without prompting.</td>
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<tr>
<td><strong>4</strong></td>
<td>Exceeds Annual Goal</td>
<td>After listening/reading a passage and given a graphic organizer the student will independently identify 3 main ideas and paraphrase them into a cohesive summary with more than 80% accuracy.</td>
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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

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Contextualization of CSR-HS

**Structure:**
1:1  
2:1  
Student-lead small group  
Whole class

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

**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

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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*

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Thank You!!!

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