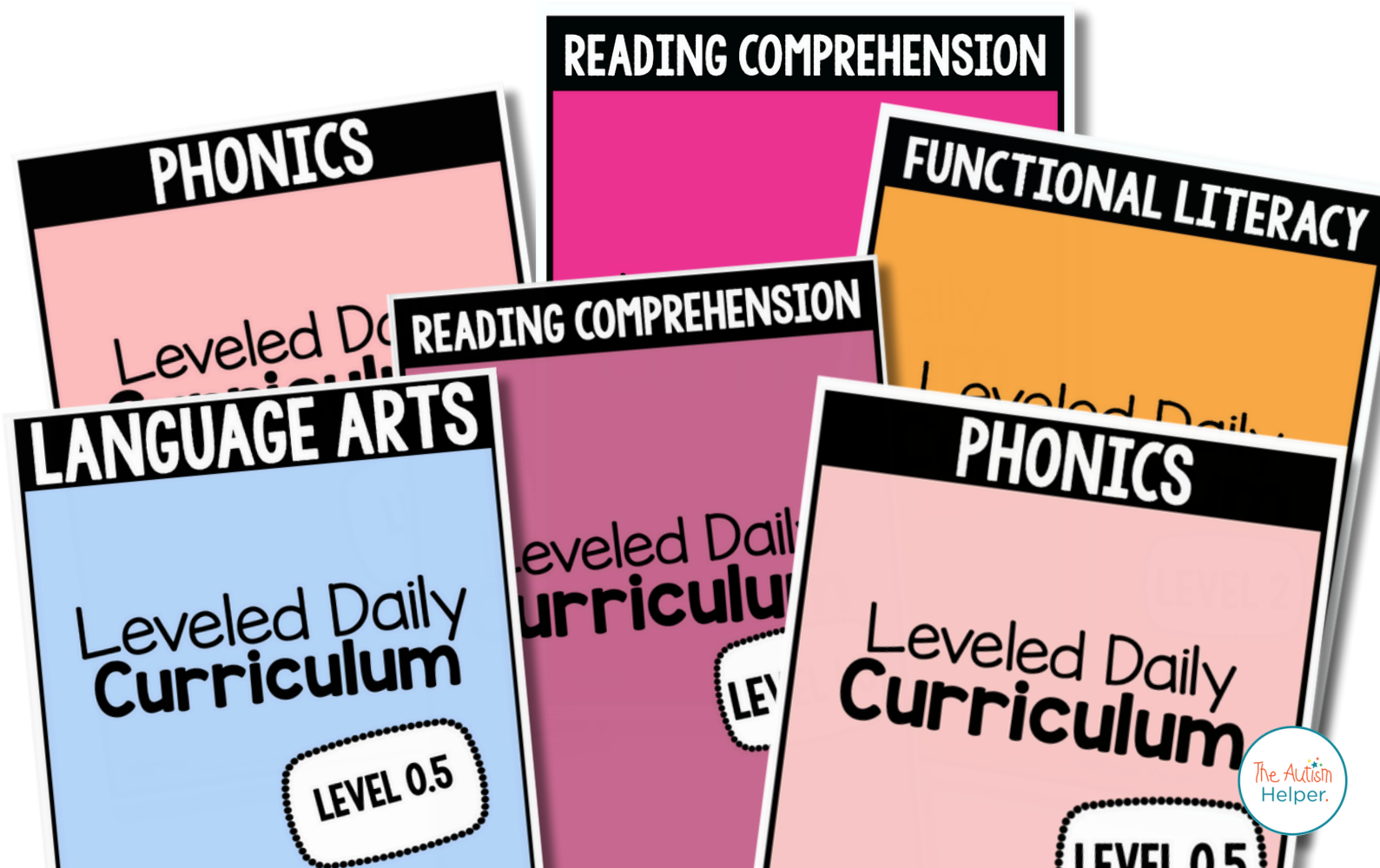


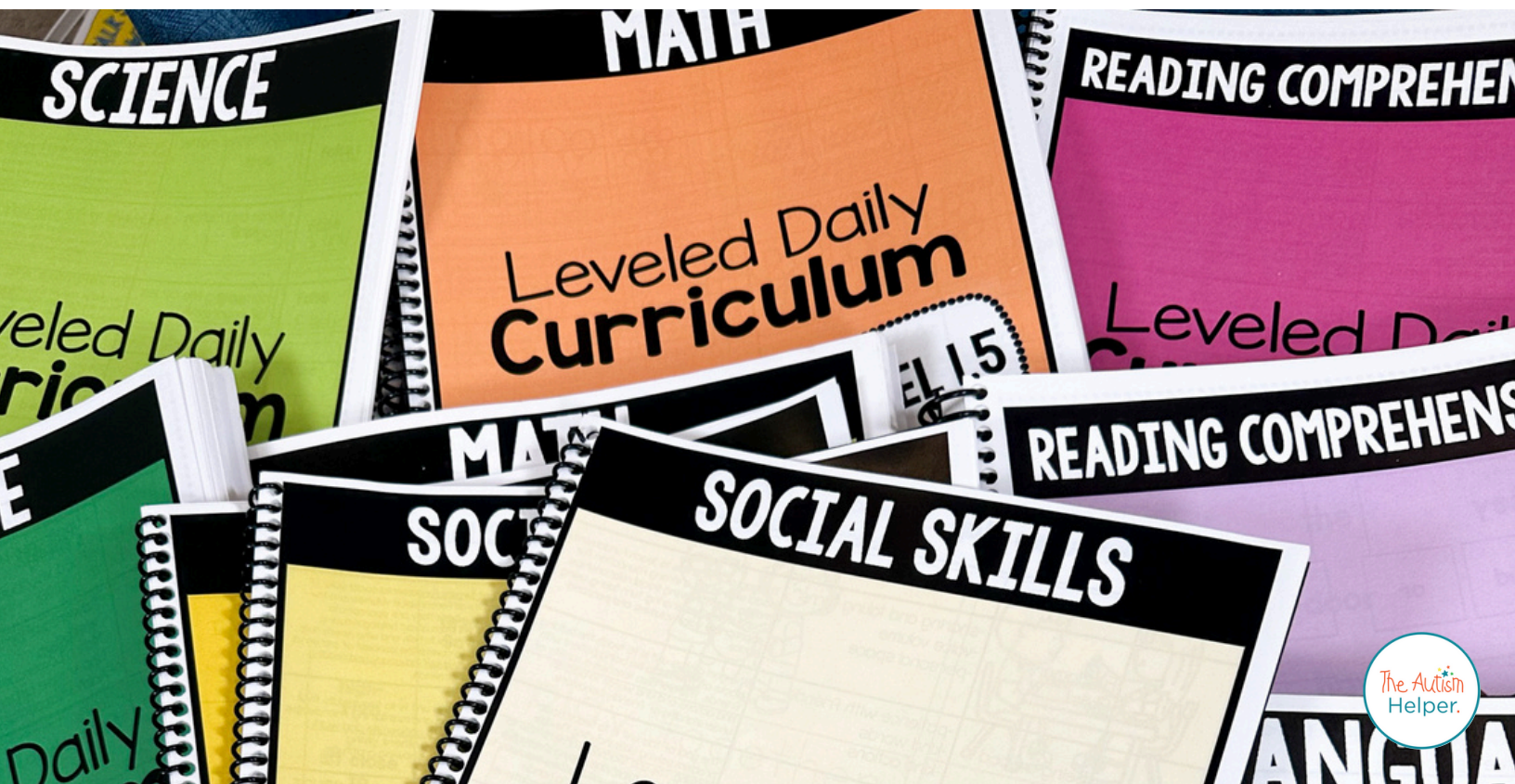
The Science of **READING** & The Autism Helper **CURRICULUM**



The Autism Helper CASE STUDY

The National Standards Project (2009, 2015) and The National Clearing House on Autism Evidence and Practice (2020) both cite strategies used in The Autism Helper's Leveled Daily Curriculum as evidence-based practices, including discrete trial teaching, reinforcement procedures, the use of visuals, and prompting procedures.

We value evidence-based practices as the gold standard for learners across the spectrum and ensure we embed them in each step of our curriculum.





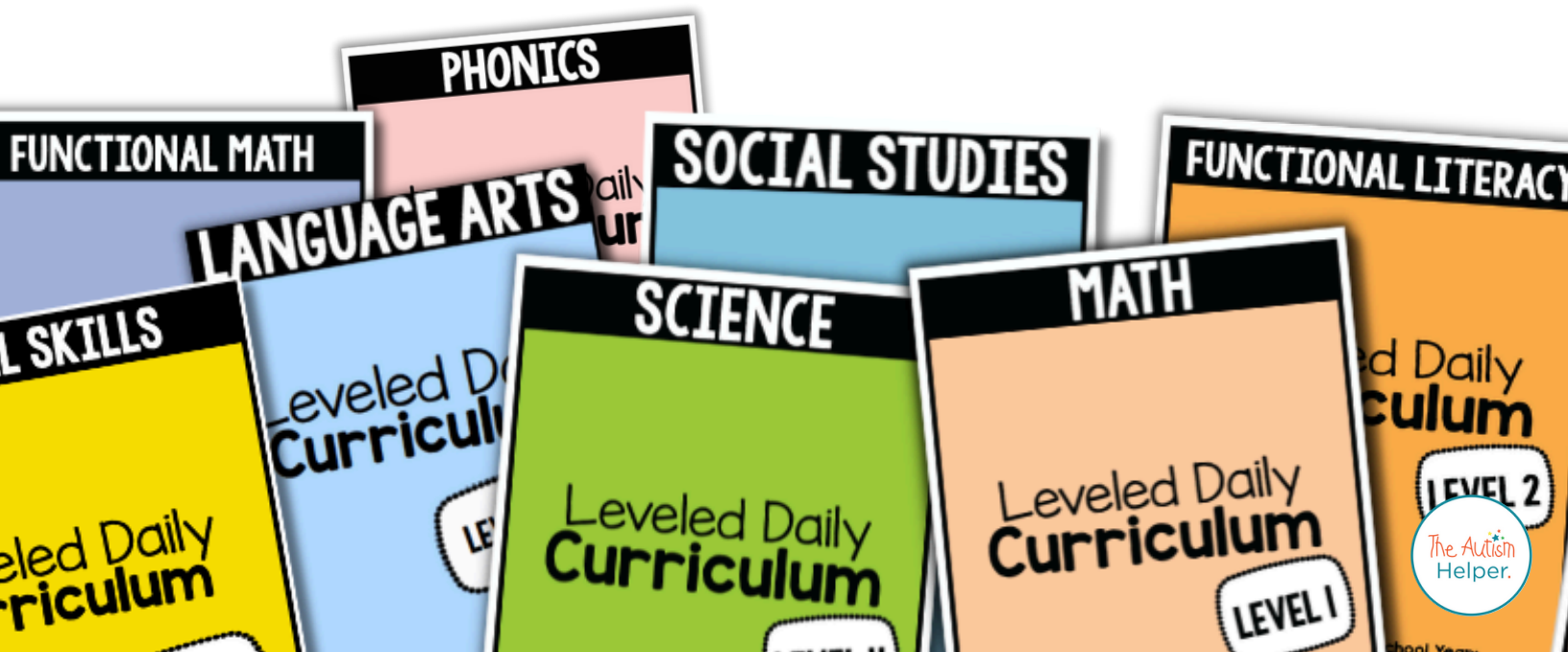
The Science of **READING**

is a comprehensive body of research that gives clarity on how we learn to read, what skills are involved, and how those skills work collaboratively.

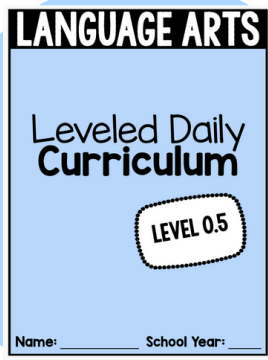
The Autism Helper **CURRICULUM**

Provides a straightforward system for delivering structured, visually based, and concrete instruction on literacy concepts.

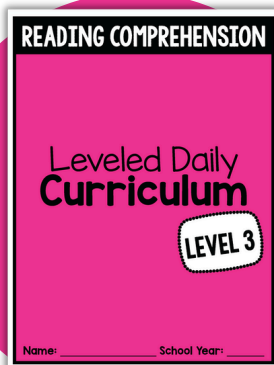
Although The Autism Helper Curriculum is not affiliated with The Science of Reading, the content, structure, and methodology are in line with its practices.



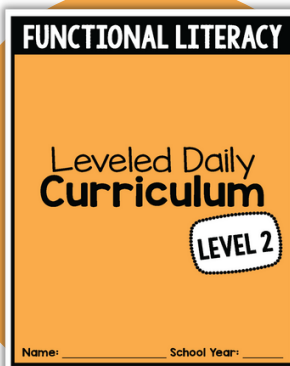
The Autism Helper Curriculum's Literacy Component is made up of four subjects...



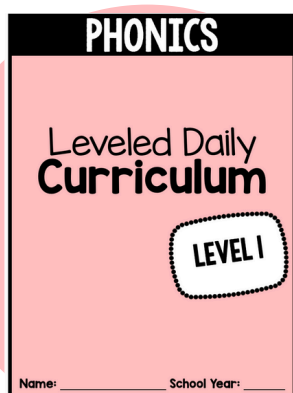
- Phonemic Awareness
- Phonics
- Vocabulary
- Writing



- Phonemic Awareness
- Phonics
- Decoding
- Encoding
- Vocabulary
- Listening Comprehension
- Inferential Strategies



- Real-World Based Literacy skills
- Vocabulary
- Comprehension
- Fluency



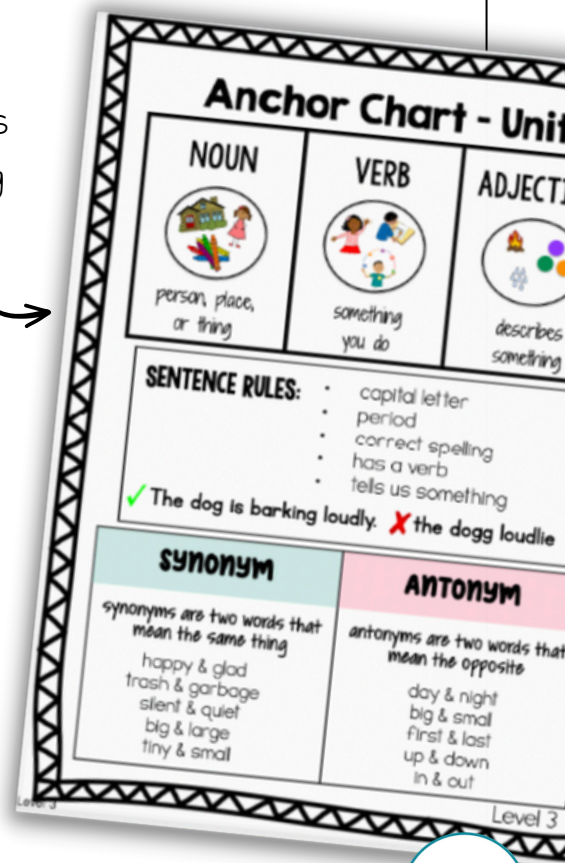
- Real-World Text Exemplars
- Pre-phonics
- Phonological Awareness
- Phonemic Awareness
- Phonics

The Science of READING

instructional Practices

The Autism Helper ALIGNMENT

<p>Instruction that is explicit and engaging</p>	<p>Follows a routine based structure.</p> <p>Instruction is direct and straightforward.</p>
<p>Reinforcement, repetition, and modeling.</p>	<p>Relies strongly on the nationally recognized Evidence Based Practices for Autism Spectrum Disorders three of which include Differential Reinforcement, Reinforcement, and Modeling. TAH Curriculum gradually builds in complexity through the units.</p> <p>The anchor charts allow for modeling of the skills.</p> <p>Core academic subjects utilize spiral instruction to encourage reinforcement of previously taught concepts.</p>



The Science of READING

instructional Practices

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Instruction must be engaging through multiple modes and senses.

Each unit of TAH Curriculum includes a detailed implementation guide.

This guide provides instruction on methods for structuring each lesson as well as a thorough list of extension opportunities for instruction on the relevant focus topics.

- Practice writing the uppercase letter that their name starts with or their entire first name.
- Draw an uppercase letter on a paper and cover the letter with small stickers or stamps.
- Write 2 sets uppercase letters on notecards and have students match.
- Write letters on the board and have students copy on their paper or a small dry erase board.
- Write letters using colored pencils, markers, highlighter, or any other colorful writing tool.
- Write letters in sand, rice bin, or shaving cream.
- Write out several versions of each letter in different colors, size, and format and have students sort letters.
- Do a letter hunt around the room. Find uppercase letters in your class.
- Do a letter scavenger hunt. Write two versions of several letters on post its. Hide one set of letter post its around the room. Give each student several letter post its of which ones they should find.

The extensions are mostly hands-on, multi-modal activities to generalize learning.

Instruction focuses on a topic for 2–3 weeks

Each subject of TAH Curriculum contains 8 units and a 9th review unit.

Each of the 8 units contains 2–3 focus topics.

Units include 20 activities and are designed to last about one month each.

Unit Focus Topics	
Unit 1	<ul style="list-style-type: none"> - review letter sounds - listening comprehension for sentence to go - sight words - follow along independently
Unit 2	<ul style="list-style-type: none"> - identify beginning sounds - listening comprehension for who questions - sight words - answer/identify "where" questions during a read aloud
Unit 4	<ul style="list-style-type: none"> - match beginning sounds - listening comprehension for where questions - sight words - answer/identify "where" questions during a read aloud
Unit 5	<ul style="list-style-type: none"> - match ending sounds - listening comprehension for when questions - sight words - answer/identify "when" questions during a read aloud

The Science of
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instructional Practices

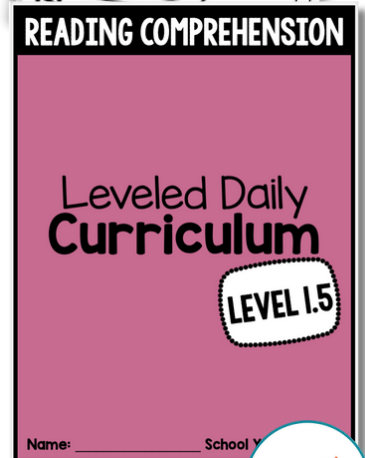
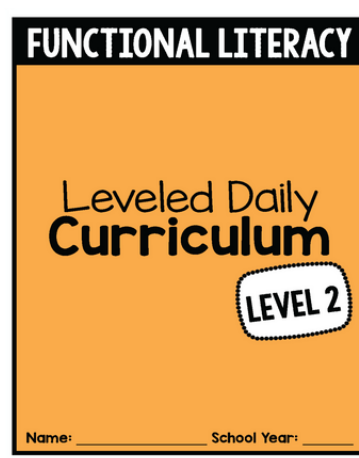
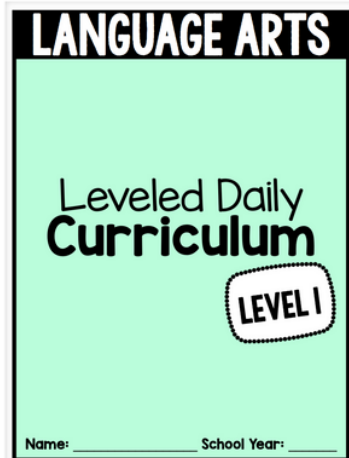
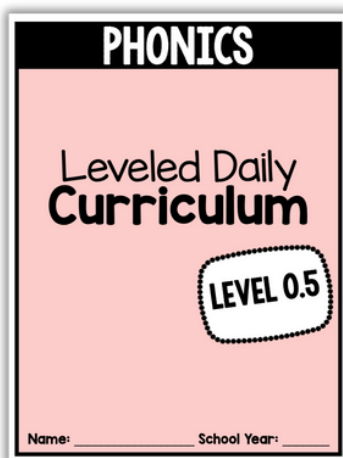
The Autism Helper
ALIGNMENT

Focus on phonological
awareness

Instruction focuses on “sounds
first”

Language Arts Level 0.5 and Level 1 as
well as Reading Comprehension Level 1
and 1.5 build the foundations of
phonological awareness.

Learners must master these concepts
before moving ahead to more advanced
phonics skills.



The Science of READING

instructional Practices

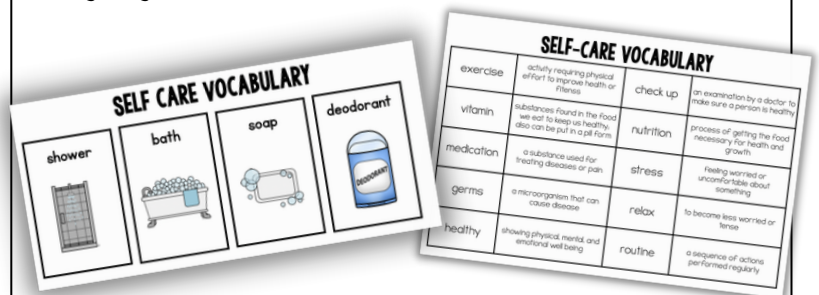
The Autism Helper ALIGNMENT

Focus on 5 elements key to reading success:

- Comprehension
- Fluency
- Vocabulary
- Phonics
- Phonemic Awareness

Phonemic Awareness and Phonics instruction are systemically and sequentially taught in the lower levels of Language Arts and Reading Comprehension. Basic letter and sound awareness builds to introductory and complex phonics concepts.

Vocabulary is a major component of all literacy subjects and levels. In early levels, basic receptive and expressive vocabulary and vocabulary concepts are taught in thematic groups. In later levels, advanced vocabulary is introduced including figurative language.




Self Care Vocab (Functional Literacy- level 1 vs. level 3)

The Reading Comprehension subject focuses strongly on fluency and comprehension. Levels 1, 1.5, and 2 break down sight word instruction. Levels 2 – 4 have professionally leveled passages included within each unit that systemically build in difficulty that include all previously learned phonetic patterns.

The Science of READING

instructional Practices

The Autism Helper ALIGNMENT

Lessons that build oral vocabulary and background knowledge	TAH Curriculum focuses on building both receptive and expressive language skills. This ensures that learners both with and without strong verbal skills can access instruction.
Relevant vocabulary connected to theme	Vocabulary taught is functional and can be readily tied to background knowledge.
Explicit phonics instruction	<p>As per our Language Arts and Reading Comprehension Scope and Sequence, phonics is systematically taught piece by piece. Each unit introduces a new phonetic pattern or skill and is taught through multiple exemplar training.</p> 

Reading Comprehension Scope and Sequence

	Level 1	Level 1.5	Level 2	Level 3	Level 4
Letter Identification and Letter Sounds	<ul style="list-style-type: none"> - identify and match first and last letter in a word - find letters in a word - identify letter sounds 	<ul style="list-style-type: none"> - identify & match beginning sounds - identify & match ending sounds 	<ul style="list-style-type: none"> - p, d, b reversals 		
Decoding Phonetic Patterns		<ul style="list-style-type: none"> - match beginning and ending sounds - L blends - R blends - digraphs 	<ul style="list-style-type: none"> - word families - CVC and CVCe words - r controlled vowels - vowel pairs and diphthongs 	<ul style="list-style-type: none"> - less common vowel patterns - final consonant/vowel ending sound words - soft and hard c and g words 	
Sight Words	<ul style="list-style-type: none"> - match words - match words within sentences - match sentences 	<ul style="list-style-type: none"> - Fry first 100 sight words 	<ul style="list-style-type: none"> - Fry first 100 sight words 	<ul style="list-style-type: none"> - Fry second 100 sight words 	<ul style="list-style-type: none"> - Fry third and fourth 100 sight words

The Science of READING

instructional Practices

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Explicit instruction in the phonetic pattern before exposure

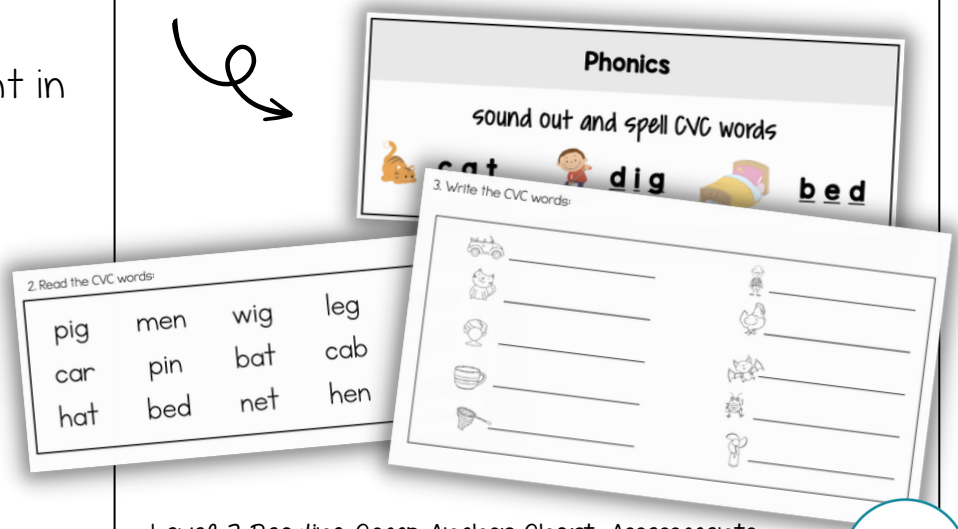
Reading Comprehension Levels 2 – 4 contains reading passages professionally leveled by Lexile. The passages gradually increase in difficulty based on previous instruction.

All words included in passages include phonemic patterns that have been previously taught and/or sight words that have been previously taught.

Explicit spelling instruction

Decoding and encoding taught in tandem

Spelling instruction is built into Reading Comprehension and taught alongside decoding. Levels 2 – 4 include a significant writing component to build both encoding and decoding skills for focus words/phonetic patterns.



Level 2 Reading Comp Anchor Chart, Assessments

The Science of
READING
instructional Practices

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ALIGNMENT

Focus on sentence structure

Language Arts Levels 1.5 and 2 spends significant time building sentence structure knowledge.

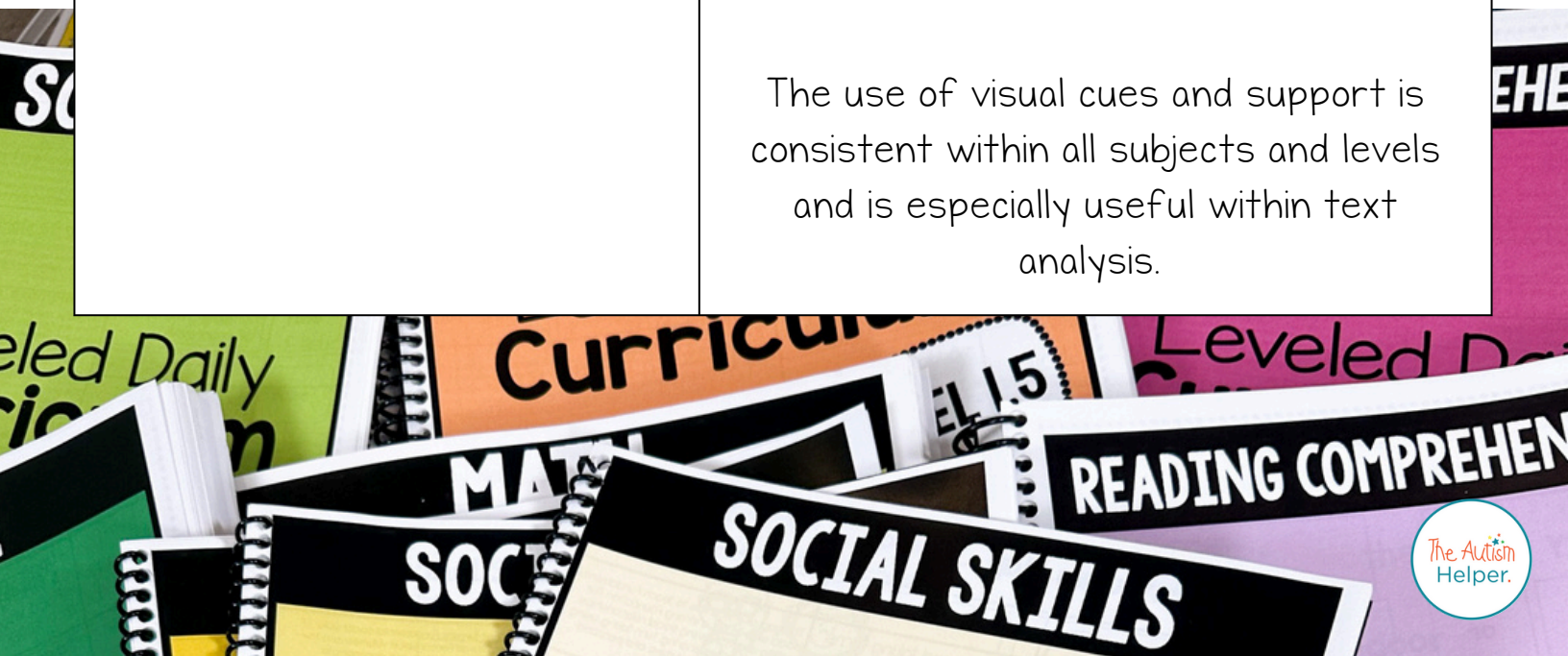
This starts as basic discrimination activities and increases to more complex sentence structure instruction.

Analyzing text with visual cues and graphic organizers

When comprehension becomes more complex and advanced, TAH Curriculum teaches additional relevant tools and strategies.

TAH Curriculum relies strongly on the nationally recognized Evidence Based Practices for Autism Spectrum Disorders one of which includes Visuals.

The use of visual cues and support is consistent within all subjects and levels and is especially useful within text analysis.





Sasha Long, BCBA, M.A., is the founder and president of The Autism Helper, Inc.

She is a board certified behavior analyst and former special education teacher.

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