ASD Reading Structure Overview

Welcome to ASD Reading!

ASD Reading uses new teaching methods pioneered by renowned literacy expert, Dr. Marion Blank.

Here is a brief description of the components that make up ASD Reading program:

The Skills Survey

A key element of ASD Reading program is that all the teaching is customized to match a child's unique abilities. In this way children do not become bored learning something they already know or frustrated by material that is too advanced for them. One of the ways we do this is by starting the program with a Skills Survey which shows the skills a child already has (so there is no need to waste time re-learning something that is already known).

Skills Component: Keyboarding

ASD Reading uses the keyboard for many activities such as spelling and writing, which is reading's sister skill. Being able to smoothly find the right keys allows a child to focus on learning and not on hunting for keys.

To see if a child already has the required keyboarding skills, the Skills Survey asks a child to type letters and words that appear on the screen (as shown below).
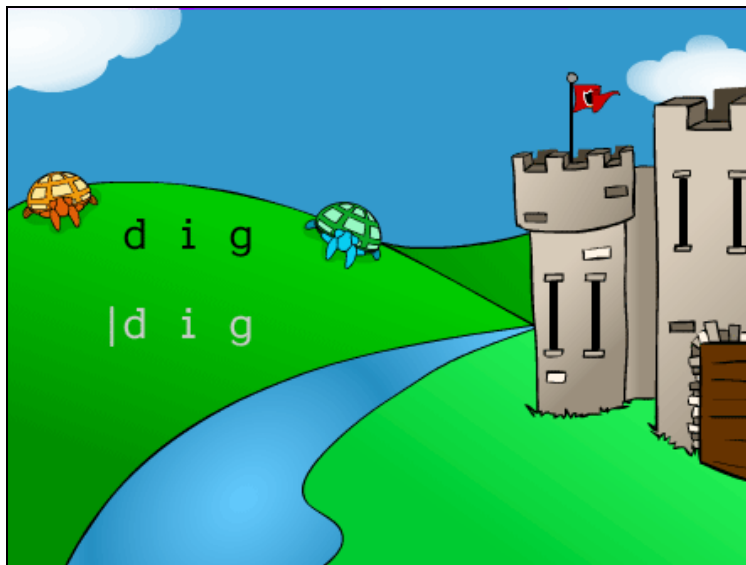
If a child's responses show that he or she needs to develop better keyboarding skills, the first teaching format he or she will work on will be Letter Land.

Skills Component: Sequencing

The next skill in the survey involves left-to-right sequencing and visual memory skills that are essential for reading success. It's the skill that allows us to see a set of identical letters, like this

<p style="text-align:center">w o n</p>

as forming totally different words just because their sequence is different.

<p style="text-align:center">now   won   own</p>

(Years of experience make all this "obvious" to an adult. However, for a child, word recognition is the first time that the sequence of visual objects can completely change the meaning.)

To survey a child's sequencing skills, the program asks the child to match a sample sequence in activities such as these where he or she has to select, in left to right order, the symbols in the bottom row that are the same as those in the top row :


If the skills survey shows that a child needs either the keyboarding or the sequencing programs, the Skills Survey ends.

If a child already has both keyboarding and sequencing skills, the Skills Survey continues by asking a child to read and write words and sentences.

Skills Component: Reading and Writing

Here is a sample of a reading activity where the child hears "kid" and is asked to select it from the choices at the top:
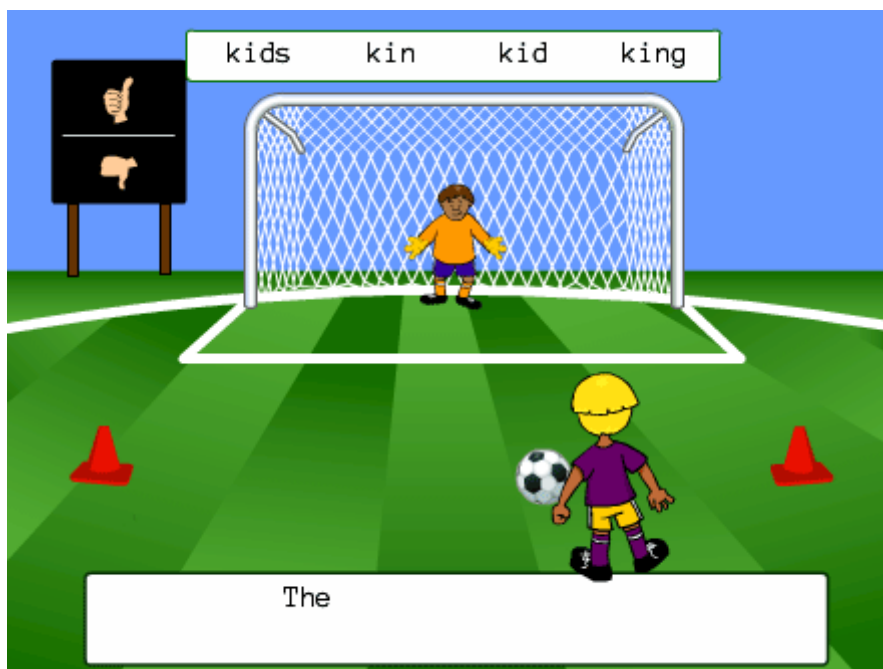
And here is a sample of a writing activity where the child hears the word 'to' and is asked to type it:

The Teaching

After the Skills Survey is completed, the teaching can begin. Based on the Skills Survey, it begins at a point that is best for a child's abilities.

It might be a lesson from the Letter Land segment that asks a child to select the letter in the row of keys that matches the letter at the top of the screen:
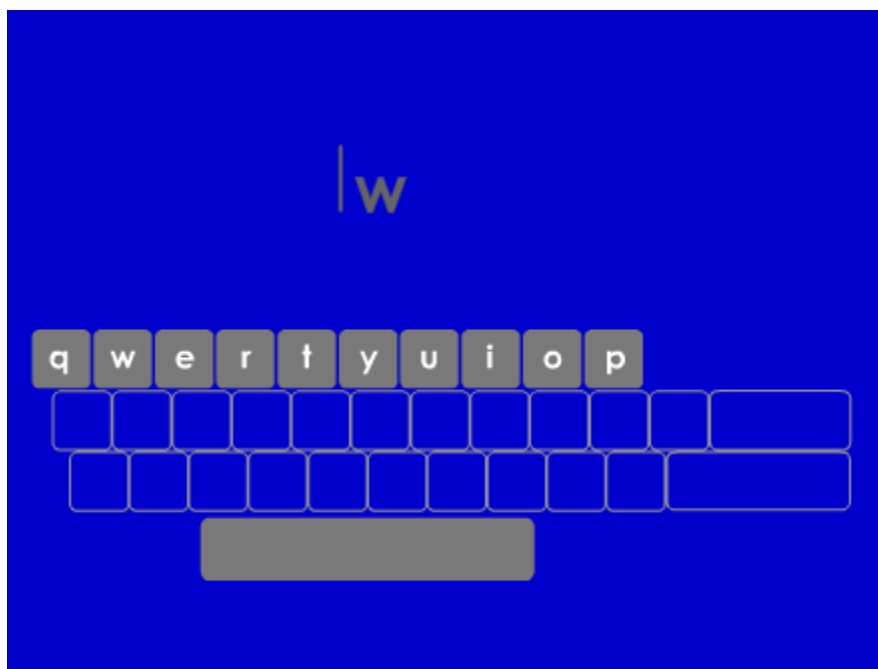
Or it might be a lesson from the Seeing Sequences segment where, starting with short sequences of only two symbols, a child begins the process of learning left to right sequencing:
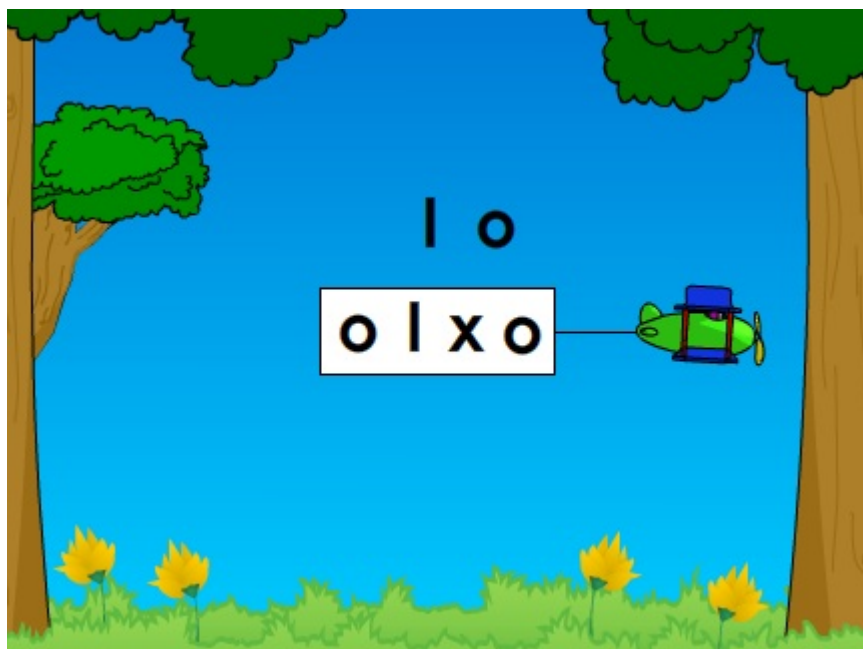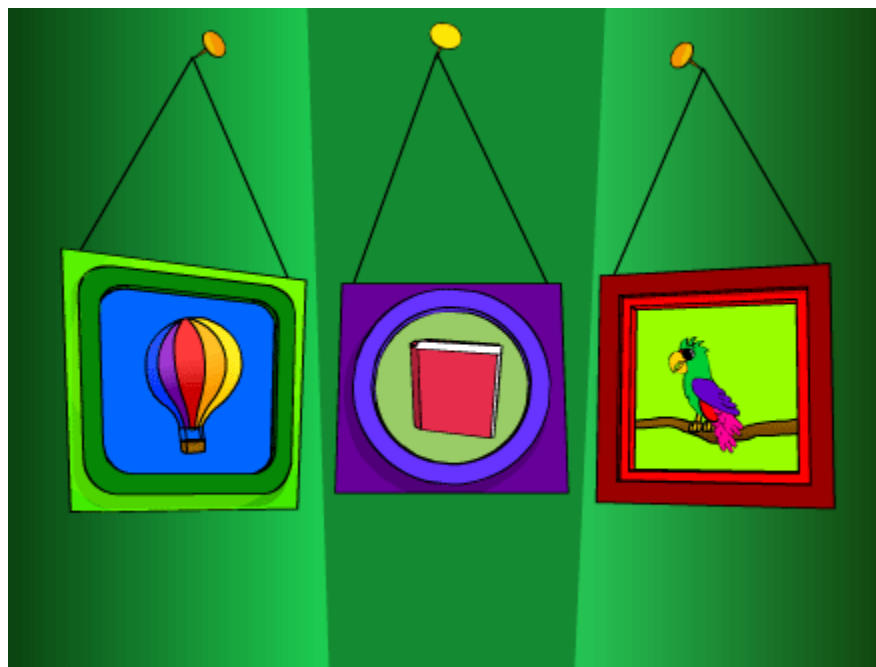

Or it might be a lesson teaching a word using one of the many lesson formats used to teach words in ASD Reading program.
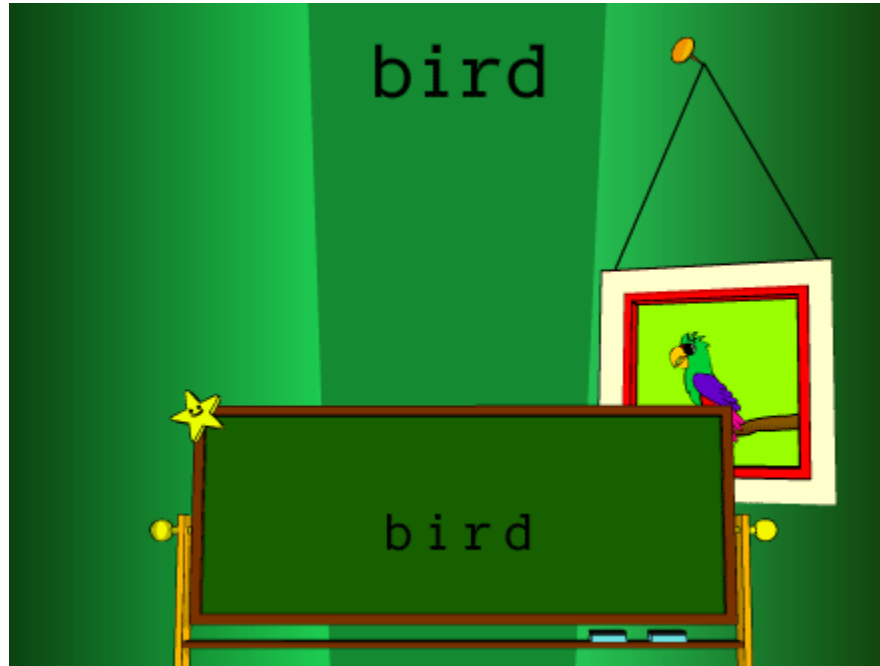
In this example, a child hears the word "walk" and is asked to select which of the choices can be made into that word:
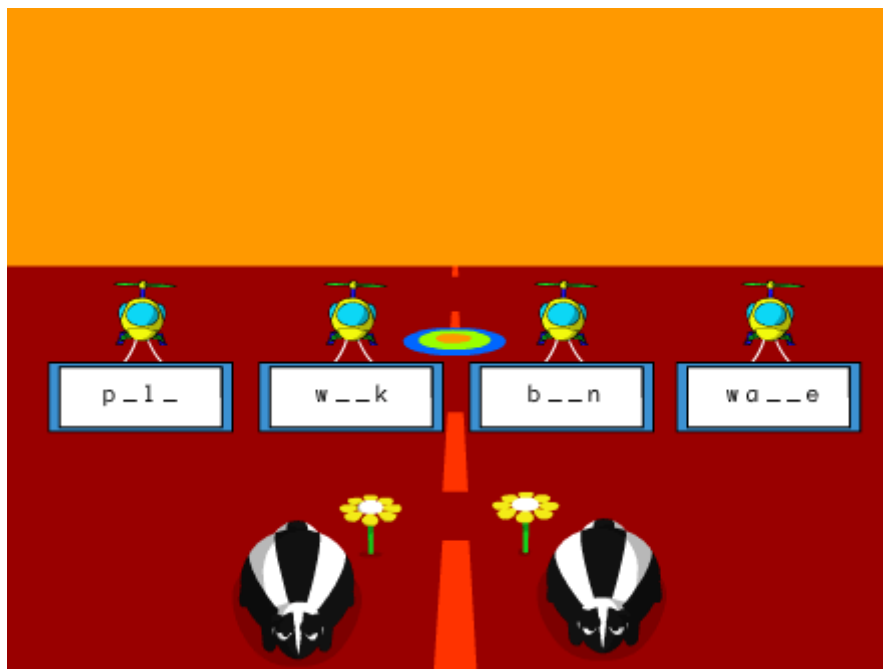
Or it might be an activity where the child first hears a word such as "bird" and has to pick the correct picture:

Following that, the next step is to type the word:

Or it might be a lesson involving an easy book:

Or it might be a more advanced book:

Some of the books are designed to get the children more actively involved by having them fill in some of the words:

And by the second half of the program, a child begins to work on story comprehension – as shown here:

There was a bug who used to be happy. Then one day that bug became very sad. **She started to ___.** She talked to her ___. The baby bug said she was crying because she did not have a ___. She said other bugs had real names but her name was only a ___. Her mother said to her, "Your name is not a letter. You do have a real name. Your name is ___." Then the bug was happy ___.

| cry | eat | play | rest |

Monitoring Progress

In learning a new skill, it's important to assess the progress that is being made. A key to successful teaching is to not move ahead unless the learning is solid and secure.

ASD Reading handles this important issue by having each child, at regular points in the program, take a Progress Check. If the Progress Check shows that a child is doing well, in the next session he or she moves on to new material.

On the other hand, if the Progress Check shows some weaknesses in the learning, then in the next session, the child starts a set of review lessons that enable him or her to get past any difficulties. The review process may take one to two weeks to complete. Once it is completed, the child returns to learning new material.

More information

ASD Reading was designed by Dr. Marion Blank, a world-renowned literacy and language expert on the faculty of Columbia University where she developed and served as Co-Director of the Columbia University Developmental Neuropsychiatry Program for Autism and Related Disorders - one of the only programs in the world which successfully teaches children with ASD to read. Dr. Blank is a recipient of the Upton Sinclair Award which honors individuals who have made a significant contribution to education.

Conclusion

ASD Reading has been scientifically designed to teach children all the skills required to ensure that they become successful readers. We congratulate you on your commitment to reading education and we want you to know that we are doing everything we can to ensure that ASD Reading offers the best reading program possible.