



CONNECTICUT STATE DEPARTMENT OF EDUCATION

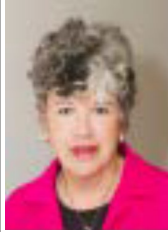







Supporting Parents and Caregivers of Students with High Needs During the COVID-19 Pandemic

Literacy

May 20, 2020

Supporting Parents and Caregivers of Students with High Needs During the COVID-19 Pandemic

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Supporting Parents and Caregivers of Students with High Needs During the COVID-19 Pandemic

The information and resources included in this resource guide are organized into ten different topical categories:

- Getting Started;
- Communication Skills;
- Literacy;
- Math;
- Science, Social Studies, and Current Events;
- Physical Activity and Mobility;
- Life-Skills and Self-Help Skills;
- Art;
- Sensory Activities; and
- Play and Leisure.

[Resource Guide](#)

[One-Pager](#)

[Getting Started](#)

- 1) Some Functional Tips
- 2) Self-Care for the Parent/Caregiver
- 3) Setting Up the Environment for Continued Educational Opportunities at Home

[Overview & Getting Started Webinar](#)

- [Download the Presentation](#)

Session Presenters & Goal



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Session Goal

- ✓ Provide an overview of the ***Literacy*** section in the resource guide

<https://bit.ly/highneeds-literacy>

Literacy

SHARED READING SUPPORTS

Shared Reading is an interactive **reading** experience that occurs when students join in or **share** the **reading** of a book or other text while guided and **supported** by an adult. The adult explicitly models the skills of an expert **reader**, including **reading** with fluency and expression (Reading Rockets, 2020)

Shared reading is a strategy that can support the teaching of the Big Six elements of reading:

- oral language,
- early experiences with print,
- sound and speech awareness (phonological awareness),
- phonics,
- Vocabulary, and
- fluency and comprehension.

Literacy

ACCESS TO BOOKS

It is important for our learners with high needs to be able to efficiently and effectively access books. Students with high needs may require supports to be able to physically access books if they are not able to reach out and turn pages or visually access them independently. Also, learners with high needs may need their texts to be more interactive and engaging.

Literacy

WORD IDENTIFICATION AND DECODING SUPPORTS

Word identification and decoding is often referred to as “word work.” Word work helps students learn patterns of English spelling and helps them use those patterns to then read and spell. Students with high needs can work on word work throughout the day.

Literacy

ALPHABET AWARENESS SUPPORTS

Alphabet awareness is learning what letters are. It is an important skill for students to learn in order to read.

Literacy

PHONOLOGICAL AWARENESS SUPPORTS

Phonological awareness focuses on the ability to identify and manipulate words and sounds in spoken language. At its earliest stages, phonological awareness focuses on hearing the difference between words. As students begin to develop the ability to distinguish between words, they begin to recognize the number of syllables or parts in words. Students also begin to recognize words that begin with the same sounds, like “go” and “good” and words that rhyme or end in the same way, like “look and book.”

Literacy

COMPREHENSION SUPPORTS

While the ability to read words is very important, so is your child's ability to comprehend, or understand the text that they are reading. This can be challenging for many children with high needs.

Literacy

WRITING SUPPORTS

Writing matters because it ultimately provides a means of unlimited expression. The 26 letters of the alphabet are the only symbols that support unlimited expression.

Thank You! – Be Safe!

For their contributions to this resource, we sincerely thank:

CT Association of Private Special Education Facilities

- Courtney Bernard, Oak Hill
- Emily Carrin, Oak Hill
- Roxanne Crane, Oak Hill
- Breanna Guide, Oak Hill
- Karen Helene, Benhaven, Inc.
- Dan Kahl, Benhaven, Inc.
- Ana Wittig, Oak Hill

CT Parent Advocacy Center

- Jane Hampton-Smith
- Jennifer Lussier

CT State Department of Education

- Colleen Hayles, BSE
- Alycia M. Trakas, BSE

RESC Alliance

- Chris Barclay, EASTCONN
- Carolann Cormier, CREC
- Elisabetta Corraro, CES
- Kathy Dyer, CREC
- Lisa Fiano, CREC
- Rose Jaffery, EASTCONN
- Maegan Kiger, CREC
- Julia Murphy, CES
- Nicole Natale, CREC
- Michael Pietruska, CREC
- Deborah Richards, CREC
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We are all in this together!