



Simple Digital Tools to Support Reading Comprehension

FDLRS TECH . David Davis : david@fdlrstech.com . Ian Prietz : ian@fdlrstech.com
www.fdlrstech.com . www.fdlrs.com

Learning Disabilities

- Neurologically based disorder
- Cognitive processing occurs differently than in typical students
- About 20% have ADD or ADHD
- Learning disabilities are lifelong conditions

Affected Cognitive Processes

- Input - the process of recording in the brain information from the senses
- Integration - the process of interpreting this information
- Memory – the process of storage of information for later retrieval
- Output – the process of language and motor expression

Each student has individual strengths and weaknesses in each area.

Input

- Visual perception disability
- Difficulties with size, shape, placement
- May skip lines or keep reading the same line
- Auditory perception disability
- Difficulties distinguishing subtle differences in sounds
- Problems with figure and background sounds

Integration

- Sequencing
- Difficulties ordering and sequencing information
- Abstraction
- Difficulties inferring meaning
- Problems with generalizing a story
- Organization

- Difficulties putting bits of information together to understand a concept
- Problems organizing facts and information
- Problems with connecting facts and information

Memory

- Most memory disabilities affect short-term memory only
- Students need many repetitions to retain information

Output

- Spontaneous language
 - Student initiates speaking
 - Self selection of the subject and information organization
- Demand language
 - Someone else creates the need for communication
 - Difficulties in organization of information for expression on demand



Input Scaffolds

- Reading guides
- Visually mapping the text
- Color coding font
- Highlighters
- Comments / Stamps
- Text-to-Speech

Integration Scaffolds

- Graphic Organizers
- Concept Maps
- Mind Maps
- Timelines
- Outlines

Memory Scaffolds

- Journals
- Illustrations / Graphics
- Image Albums
- Repeated Processing
- Simulations

Output Scaffolds

- Graphic Organizers
- Guided Discussion
- Report Guides
- Extended Time



Reading Comprehension Strategies

ACID

Mark text by the following:

- Agree
- Confusing
- Interesting
- Disagree

Preview

Mark text by the following:

- Titles
- Sub-titles
- Repeated words
- First & last paragraph

Multiphase by Purpose

Multiple processing by:

- Word Occurrence
- Character Adjectives
- Sequence
- Compare / Contrast (stories, characters)

Relate to Self

Mark text by the following

- Past experience
- Books, pictures, video
- Events, people, issues

Relate to Senses

- Mark text by the following
- I can taste . . .
- I can hear . . .
- I can visualize . . .



Reading Tools Kit 1 : WORD / PDF

- Auto Summarize (WORD)
- Highlight tool
- Comments / typewriter
- Thesaurus & Dictionary (WORD)
- Find & Replace to change visual appearance (WORD)
- Adobe Reader / Skim / Foxit
- Natural Reader-Win . Mac built-in

Reading Tools Kit 2 : Internet

- Highlight tool – iLighter/Wizlite
- View cache page in search
- Dictionary. WordWeb-Win . Mac built-in
- ReadingBar-Win . Mac built-in
- Text to speech & audio
- Magnification

Reading Tools Kit 3 : Comprehensive

Kurzweil 3000 : Read & Write Gold

- Scanning printed text
- Highlight tool
- Extract highlights
- Notes & extract notes
- Bubble & Post it notes
- Text to speech & audio



References

Reading Ideas for links and tools to go with this handout .

<http://www.fdlrstech.com/readingideas>

Using the Comprehension Strategies .

http://teacher.scholastic.com/LessonPlans/pdf/oct_nov05/9SixComprehension.pdf

Active Reading Strategies .

http://www.savvyknowledge.com/product/s/great_teacher/pdf/Active_Reading_Strategies_Manual.pdf

NICHY Reading & Learning Disabilities Briefing Paper .

<http://www.nichcy.org/pubs/factshe/fs17.pdf>