ASR INSTRUCTIONAL STRATEGIES

Perkins eLearning Webinar
June 2016

Phase One: Start with high interest materials

- Locate or record 3-5 minute selections
- High interest topics
  - “Read Along” books for younger students
  - Use tone indexing or bookmarking between stories
- Prepare simple questions in accessible format
  - Who, What, When, Where
  - Sequential order
- One question per paragraph
ASR INSTRUCTIONAL STRATEGIES

Continue high interest materials (3-5 min)

• Familiarize student with playback device/text reading software/ screen reading software
  • Start/Play/Read, Pause/Stop, Increase/Decrease Speed, Change Voice, Navigation controls
  • Student reads questions before listening
    • or Teacher reads questions to student, or
    • Text reader reads questions, or
    • Screen reader reads questions
  • Briefly discuss questions with student
  • Student re-reads first question

ASR INSTRUCTIONAL STRATEGIES

Continue high interest materials (3-5 min)

- Tell student he/she can
  - Stop at any time
  - Review question
- Tell student to
  - Start listening
  - Stop when he/she hears answer to question
- Teacher listens along with student
ASR INSTRUCTIONAL STRATEGIES

Continue high interest materials (3-5 min)

• Student provides answer when he/she hears it
  • Verbal, print, braille
  • Type on computer, accessible PDA, etc.
  • Record on tape, digital recorder
• If student does not provide answer
  • Stop playback
  • Ask leading questions
  • Guide student to the answer

ASR INSTRUCTIONAL STRATEGIES

Continue high interest materials (3-5 min)

• After answering first question
  • Student reads next question
  • Student continues listening to recording/text reader/screen reader
• Repeat these steps
• Finish listening to text
• Ask student to re-tell story in his/her own words
Continue high interest materials (3-5 min)

- Prepare additional selections
  - Student’s preferred reading medium
    - Braille, large print, regular print with optical device, text reader, screen reader, digital audio, etc.
  - Repeat steps above
  - Continue using different selections
  - Student consistently achieves > 80% accuracy

ASR INSTRUCTIONAL STRATEGIES

Continue high interest materials (3-5 min)

• Begin using one question for every two paragraphs
  • Student learns to listen for longer time before hearing answer
• Begin providing questions out of sequence
• Return to one question per paragraph
  • Sample order:
    • Paragraph 2, 1, 3, 5, 4, 6, etc.

ASR INSTRUCTIONAL STRATEGIES

Continue high interest materials (3-5 min)

- Ask student about the kinds of questions that are being asked
- Guide student’s understanding
  - Questions are asking:
    - Who
    - What
    - When
    - Where

ASR INSTRUCTIONAL STRATEGIES

Continue high interest materials (3-5 min)

- Record/locate longer passages and stories
- Use short articles from magazines
- Return to sequential questions
- One question for every two paragraphs
- Have student read question before listening
- Remind student about pausing to re-read questions

Continue high interest materials (3-5 min)

- Start introducing some How and Why questions
- Reintroduce non-sequential questions
- Continue until > 80% accuracy

ASR INSTRUCTIONAL STRATEGIES

Continue high interest materials (3-5 min)

• Move on to short chapters in books
• With each phase, return to
  • Sequential questions
  • One question per paragraph
  • Expand to one question per 2-3 paragraphs
  • Bring in non-sequential questions
• Continue to > 80% accuracy

Continue high interest materials (3-5 min)

- Next:
  - Do not provide questions before reading
  - Ask student to stop after $x$ number of paragraphs
  - Ask two or three simple sequential questions about content just heard
  - Once student demonstrates proficiency, start asking non-sequential questions

ASR INSTRUCTIONAL STRATEGIES

Continue high interest materials (3-5 min)

• Next:
  • Ask student to read a selection at home
  • Discuss the content with the student
  • Do not make it a quiz. Just a discussion.

• Objective:
  • Provide experiences that allow students to realize that accessing information through the use of ASR can be a fun way to learn about things
Phase Two: Introduce reading selections that are less than high interest

- Consult reading/learning disabilities specialists/consultants
- Locate text selections with prepared questions
- Look for materials that have been recorded or can be used with text reading or screen reading software (e.g., Bookshare, Learning Ally)

ASR INSTRUCTIONAL STRATEGIES

Continue reading selections less than high interest

• Student listens to audio
• Follows in braille, large print, print with magnification, text reading software
• Use steps in Phase One
• Continue until student consistently achieves > 80% accuracy
Phase 3: Introduce Schoolwork & Textbooks

- Record or acquire recordings
- Social studies or literature textbooks
- Begin with last week’s chapter
- Ensure success on first experience
- Use same strategies as with high interest materials
ASR INSTRUCTIONAL STRATEGIES

Continue Schoolwork & Textbooks

• Create outline of chapter
  • Headings
  • Sub-headings
  • Blanks for answers to questions
• One to two questions per sub-section of chapter
• Student inserts text in appropriate places
• Student adds additional information he/she thinks is important
References


Used with permission from Ike Presley, National Project Manager, American Foundation for the Blind, www.afb.org.