

Chapter 1: What is Autism?

1. Examine the common characteristics of autism and how these characteristics may influence literacy learning. Have you personally seen how communication, movement, sensory, or other differences impact literacy learning? How?
2. Communication differences often cause students to get less rigorous literacy instruction than other students. Why? How can teachers provide rich and meaningful instruction to students who do not speak or have reliable communication?
3. Fascinations, "favorites," and collections can be used to support the literacy learning of students with autism. Have you seen this happen in your school? Do you have students now who could benefit from having teachers integrate their fascinations into curriculum, instruction, and learning environment? How?

Chapter 2: What is Literacy?

1. When teachers presume competence, what does literacy instruction look like?
2. On page 27, we start to outline the research on literacy and autism. What surprised you about the research that has or has not been conducted on this population?
3. In this chapter, we are critical of programs that focus too much on functional literacy. We contend that all literacies are functional. What does this mean to you?

Chapter 3: Literacy Development in Inclusive Classrooms

1. Of the seven principles for promoting inclusive literacy practices, which ones seem most important to you? Which ones do you feel your school has mastered? Which ones do you feel need improvement in your school? Are there principles you would add to this list?
2. What “elastic” instructional approaches do you already use? How can you and your colleagues make your existing approaches even more elastic?

Chapter 4: Assessing Literacy Learning

1. In the introduction, we discuss problems related to assessing students with autism. What struggles do your students have in this area? Do you think Lucy Blackman’s story is a common one? Why or why not?
2. Did you get any new ideas for formal or informal assessment from this chapter? If so, what are these ideas?
3. Do you commonly provide adaptations to the testing environment for your students? Which supports have you tried? Not tried yet?

Chapter 5: Focus on Reading

1. What new ideas did you take away from this chapter?
2. Many students with autism struggle with comprehension. Some of their difficulties seem related to the autism, but others are clearly related to not being able to communicate reliably, not having the same experiences as others, and not having access to the same age-appropriate content as other learners (e.g., being excluded from science class). Keeping these challenges in mind, what ideas did you read about that would help your students learn or polish comprehension skills?

Chapter 6: Focus on Writing

1. What new ideas did you take away from this chapter?
2. One of the ideas in this chapter suggests providing handwriting alternatives. What alternatives do your students use? Are there new ideas you can try in the classroom?
3. How can you provide more writing experiences for students with limited communication? How could Digital Language Experience story be adapted? Or scribing?

Chapter 7: Literacy Learning for Students with Significant Disabilities

1. We shared a few common questions that educators raise when educating students with significant disabilities. What other questions have you heard?
2. In this chapter, we suggest that teachers attend to “small cues” of literacy learning. Can you think of examples of times when you have noticed “small cues” in your practice?
3. The classroom community is critical when supporting learners with significant disabilities in literacy learning. When you read our examples of using the community, what ideas came to mind for your own school or classroom?

A Land We Can Share. Teaching Literacy to Students with Autism. Home Special Education. "Superbly co-written, organized and presented, "A Land We Can Share" is thoroughly user-friendly and should be considered essential reading for all teachers at the primary and secondary levels having to work with autistic students within a classroom environment." : Journal of Autism and Developmental Disorders - March 29, 2008. "A comprehensive overview Contextualiz[es] our current knowledge in the broader framework of teaching literacy to all-both typically developing and those with special needs-children in the US." : Autism Asperger's Digest - February 12, 2008. A cooperative land-sharing community has allowed a young couple to get their foot on the property ladder for just \$100,000, building their own tiny house out of hay bales. "Being off grid we don't pay for any water or electricity so we keep our costs pretty low and we grow as much food as we can which keeps our cost down as well," Mr Galletly said. "Our basic living expenses are just petrol, food, phone and internet," Ms Fox said. "The concept of locking ourselves into repayments for 30 years which meant careers for 30 years, just didn't suit our lifestyle. "We were travelling for 10 years before we decided to build a house, so we didn't want to let go of that freedom." "A Land We Can Share": Teaching Literacy to Students with Autism. by Paula Kluth, Ph.D., & Kelly Chandler-Olcott, Ed.D. Item: 9781557668554. "A book we all must share for promoting literacy development of students with ASD. Respectful, insightful, engaging and focused on strengths rather than weaknesses." - Barry Prizant, Ph.D., CCC-SLP, Adjunct Professor, Center for the Study of Human Development, Brown University. You can e-mail your order to products@spedsg.com, fill up an order form and fax to (65) 6899 8477, or call (65) 9270 8277. Land We Can Share book. Read 3 reviews from the world's largest community for readers. Teachers are going to love this book! Passionate and practical, it... Start by marking "Land We Can Share: Teaching Literacy to Students with Autism" as Want to Read: Want to Read saving... Want to Read. If I could share a piece of land, it would cut costs dramatically (especially as I'm looking just outside of Seattle, which has gotten extremely expensive). Since the land I'm looking at is zoned at 5 acres and can't legally be split and sold, I'm wondering what my options are. Any ideas? Recently we had the thought that if we could find the right person(s), we could sell them half our farm and cooperatively share many of the tasks and also share the bounty. We like this idea: We each autonomously own a good size piece of land and live separately yet share our farms cooperatively. Why should each of us own a dairy cow when one cow gives plenty of milk for two households? Our flock of two dozen chickens lay plenty of eggs and the hens can free range on both pieces of land.