Using Visual Displays to Teach Information Recall and Reading Comprehension

What is the evidence base?
- This is a research-based practice for students with disabilities (SLD, ED, LD) based on one methodologically sound group experimental studies across
  - 22 students with SLD
- and two methodologically sound single case design studies across
  - 7 students with moderate ID

Where is the best place to find out how to do this practice?

The best place to find out how to implement REWARDS Program is through the following research to practice lesson plan starters:

- [Using Visual Displays to Teach Information Recall and Reading Comprehension (Shurr, & Taber-Doughty, 2012; Shurr, & Taber-Doughty, 2017)](#)

With whom was it implemented?
- Students with disabilities
- Ages ranged from 12-19
- Males (n=18), females (n=11)
- Ethnicity
  - Caucasian (n=6)
  - Hispanic (n=1)
  - None reported (n=22)

What is the practice?

Cognitive maps use lines, arrows, and spatial arrangements to describe text content (Darch & Eaves, 1986). Visual supports can include picture symbols or photographs accompanying text.

In the studies used to establish the evidence base for using REWARDS Program to teach decoding, vocabulary, and reading comprehension included:

- Darch & Eaves (1986) described using a visual display with feature (e.g., planet names, features, order and relation to sun) where elements of the lesson were presented all at once and faded out as students became proficient in content.

The Planets
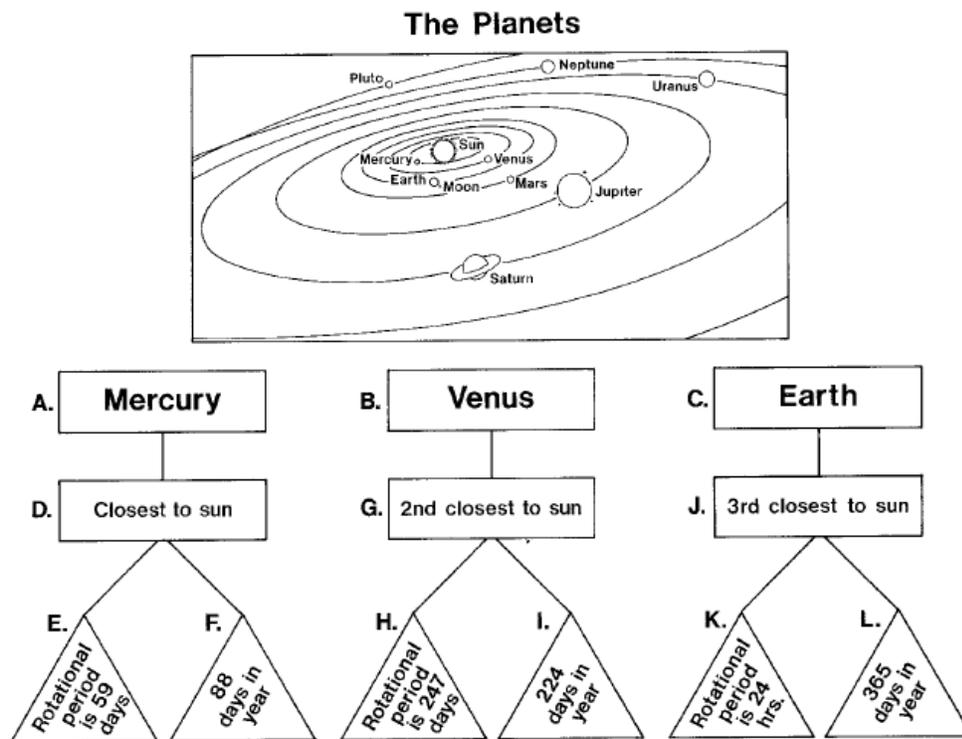
Figure 1. Visual display from one unit of study.

- Shurr, & Taber-Doughty (2012; 2017) described a four phased process using a visual story elements strip.
  - Phase 1: Teacher input - Teacher explains elements (i.e., characters, setting, events, problem, solution) and models how to use the visual story elements strip with a story read aloud to students.
  - Phase 2: Guided practice - Teacher first reviews the story elements strip and reads aloud a story. Then, students collaboratively help teacher complete the visual story elements strip.
  - Phase 3: Independent practice: Teacher reads aloud the story aloud and counts the number of correct story elements.

Where has it been implemented?

- Small class sizes (10-15 students per group); resources/special education classrooms

How does this practice relate to Common Core Standards?

- Broad standard from www.corestandards.org ELA Grades

- CCSS.ELA-LITERACY.RL.6.1/8.1
  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.6.4/8.4
  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- CCSS.ELA-LITERACY.RL.11-12.1
  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.2
  Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.11-12.3
  Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

How does this practice relate to the Common Career Technical Core?

- List Career Ready Skills addressed (broad) and/ or Specific Career Clusters at www.careertech.org/CCTC
    - 2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

References used to establish this evidence base:

Darch, C., & Eaves, R. C. (1985). Visual display to increase reading comprehension of high school learning-disabled students. *Journal of Special Education, 20*, 309-318.

Shurr, J., & Taber-Doughty (2012). Increasing comprehension for middle school students with moderate intellecutal disability on age-appropriate texts. *Education and Training in Autism and Developmental Disabilities , 47*, 117-131.

Shurr, J., & Taber-Doughty (2017). The picture plus discussion intervention: Text access for high school students with moderate intellectual disability. *Focus on Autism and Other Developmental Disabilities, 32*, 198-208. doi: 10.1177/1088357615625056

IDEAs that Work
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