

# Framework for Adapting Literature for VI Students with Autism Spectrum Disorders or Mild Intellectual Disabilities

Katzen, Mogan, 2012 (Please do not reproduce without consent)

**Literature Title:** "The Ant and the Grasshopper"

**Main Idea, Theme, or moral (There can be more than one):**

Work first, play later

**Modifications based on Student's interests and background experiences:**

**Modified characters and/or setting?**  Y  N

If yes, list modifications: Characters = Students' own names  
Setting = Classroom

**Modified Literature Title:** "Andrew and Matthew"

**Modified Details/Events:**\*  
Work = Brailleing sight words  
Play = Making silly sounds

**Targeted Language/Literacy/Social Skills goal:**

- Goal: Answering "Who" and "Where" ?s using braille ; tactual cues ; Understanding locations for work vs. play
- How will the student(s) practice the Language/Literacy goal during instruction? What questions will I need to ask to elicit the target language?  
"What does work mean?" "What does play mean?"  
"Where do we work?" "Who works" "Where do we play?" "Who plays?"
- How will the student generalize the Language/Literacy goal across settings or with different staff members? How will the student(s) practice story re-tell after instruction?  
e-mail 5 familiar staff members and set up times for independent retell

**Literacy mode** (e.g. print, braille, chant, oral retell with objects, tactual, play, etc.):

- How can the student help co-write the story (e.g. help make tactual symbols, dictate, choose sound effects, etc. Students help generate solutions orally "Where do we work?" "Where do we play?"

**Check:**

- ✓ Does my framework include a concrete setting, characters, and themes? ✓
- ✓ Did I include my students' interests and background experiences in the story? ✓
- ✓ Will my student be able to independently re-tell this story to another person? ✓

\*Interests to include - Dogs?  
Bon Jovi?  
Silly sounds?