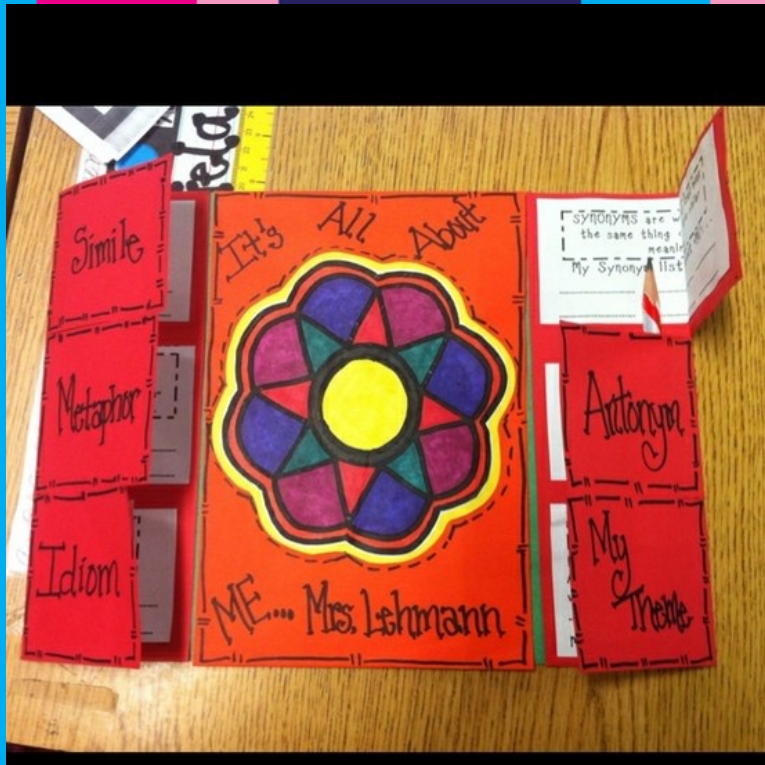# Foldables
by Faryal Choudhary

FOLDABLES

Foldables are a visual and physical manipulation of a graphic organizer. They are used for definitions, relationships between concepts, examples of ideas, and a way to visualize learning.

Disabilities and Target Groups

- Learning Disability (LD): average intelligence and poor performance in at least one academic or related behavioral domain (Kim, Vaugh, Wanzek, & Wei, 2004).

- English as a Second Language (ESL): students try to understand every word they read and miss the general concepts. They struggle to understand the central themes of a passage and cannot connect ideas. Fragmentary understanding means they cannot identify main ideas (Praveen & Rajan, 2013).

- Autism: students with autism spectrum disorder struggle with relationships between concepts. They benefit from being able to "see" and visualize relationships between ideas. This tactic helps in reading comprehension (Bethune & Wood, 2013).
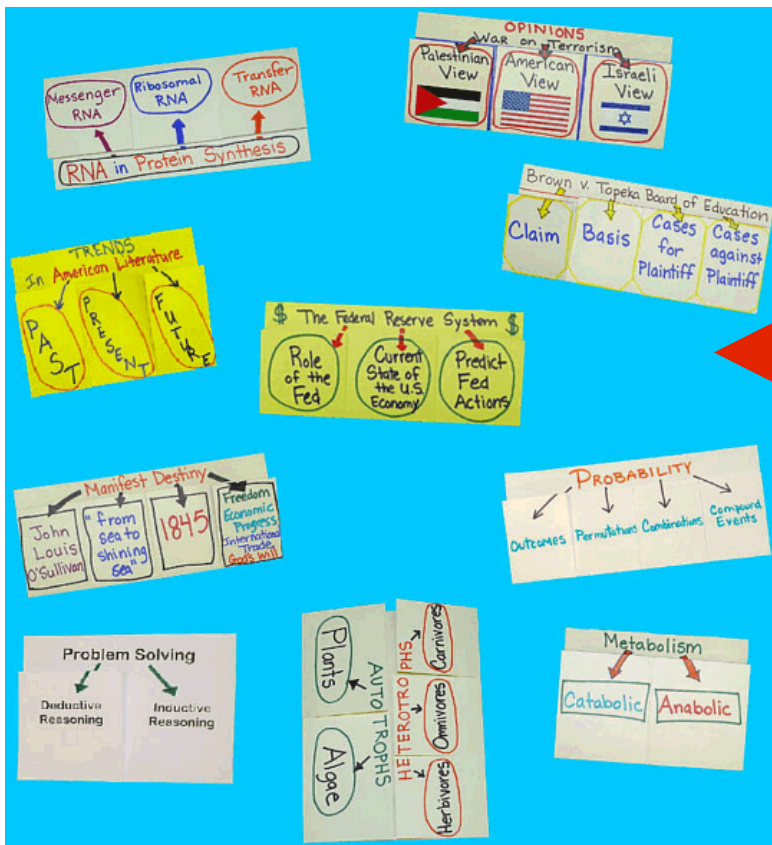
Benefits

A. Increases reading comprehension.
B. Increases independence and memory.
C. Improves creativity.
D. Allows for visualization of concepts.
E. Allows for hands-on learning.
F. Students can demonstrate learning in non-verbal methods.
G. Gives students alternatives for learning and demonstration of knowledge.

Application

1. Utilize after reading text/information.
2. Allow for variety of ways to showcase information.
3. Allow for variety of colors and constructs.
4. Information should be in student's language for understanding.
5. Visualization: images and drawing are encouraged.
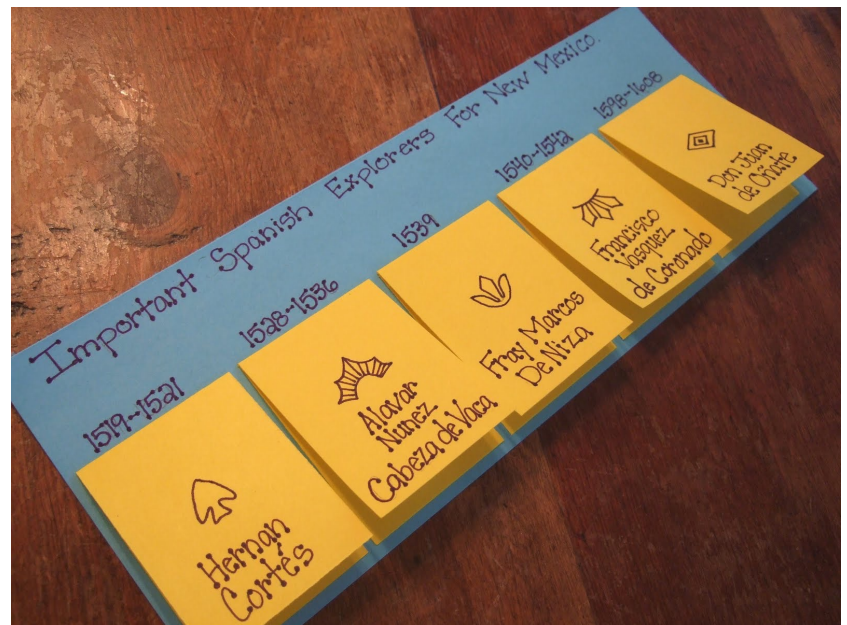
References

Bethune, K. S., & Wood, C. L. (2013). Effects of wh-question graphic organizers on reading comprehension skills of students with autism spectrum disorders. Education and Training in Autism and Developmental Disabilities, 48(2), 236-244.

Kim, A., Vaughn, S., Wanzek, J., & Wei, S. (2004). Graphic organizers and their effects on the reading comprehension of students with ld: A synthesis of research. Journal of Learning Disabilities, 37(2), 105-118.

Praveen, S. D., & Rajan, P. (2013). Using graphic organizers to improve reading comprehension skills for the middle school ESL students. English Language Teaching, 6(2), 155-170. DOI: 10.5539/elt.v6n2p155.