Integrating Literacy Learning into Therapy for Students with AAC Needs

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INTEGRATING LITERACY LEARNING INTO THERAPY FOR STUDENTS WITH AAC NEEDS
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PrAACtical AAC

Today, we will discuss:
• Different levels of text & the purposes for each
• A tool for assessing learners at the emergent level of literacy skill development
• Accessible materials for reading and writing
• Integrating literacy activities into our AAC therapy
• Resources
Our Role

Direct Literacy Instruction

AAC system that supports literacy learning

Accessible Writing Options

Accessible Reading Material

Why Combine Emergent Literacy & AAC?

Perception

Expectation

Achievement

Opportunity
Understanding Levels of Texts

- Enrichment: Builds background knowledge.
- Transitional: Feeling like a real reader.
- Conventional: Actually need to decode words.

Enrichment Books

- Develop language
- Good for building background knowledge
- Build concepts of print
- Almost always read to the student so that they can listen, absorb, & enjoy

Don Johnston: Start to Finish Online Books
Transitional Books
- Many repetitive lines
- Easy to memorize
- Easy to guess words from the pictures
- Get students attending to the text
- Build the feeling and experience of being a reader

Conventional Books
- Remove predictability:
  - Must use decoding/word attack skills
- Controlled sets of words
- Frequent repetition of key words
- Consistent sentence structures

What About Assessment?
Many typical literacy assessment instruments will work with some learners who use AAC
- Look at what is currently being used
- Adapt, if necessary
- Big Exception: Reading fluency

*What about assessing learners at the earliest stages of literacy development??*
The Bridge (Pierce, Summer, & O'DeKirk, 2005)

- Informal assessment
- Allows you to analyze literacy artifacts and behaviors
  - Foundations of Reading
  - Foundations of Writing
  - Alphabet Knowledge
  - Phonological Awareness
  - Oral Language (includes AAC)

FOUNDATIONS OF READING

1. How does the child interact with books?

1.1 The child is beginning to explore books by mouthing them, patting them, carrying them around. Children may accidentally tear or crumple pages as they explore them from a sensory-motor stage of development.

7.2 The child knows that letters are different from pictures and shapes. The child could point out letters anywhere they see them. They could say, “That’s a letter,” without identifying the actual letter. If a child has scored a “6” on item 4, or a “5” on item 5, then he or she is at least at this level on item 7.
11.5 The child is familiar enough with story characteristics that he or she is able to predict what might happen in an unfamiliar story. You will need to show the child the cover and go on a picture walk with him or her and ask what he or she thinks is going to happen. Score this item at this level if the child makes any logical predictions.
Closed Captioning
School & Home

After watching a captioned video, he recognizes more of the words in the text.

Captioning boosts your students’ reading skills and helps them remember more of the content of the video.

To find out more, visit our web site: captionsforliteracy.org

TURN ON CAPTIONING TO TURN ON READING

Want to help your kids learn to read?

Turn on captioning whenever they watch TV?

It’s quick, it’s easy, it’s free — and it works!

To turn on captioning, look for a CC button on your remote, or press the Menu button and look for a Closed Captioning option.

Bookshare (www.bookshare.org)

Free for those with qualifying print disabilities
- Classroom
- Personal accounts for each student

An Accessible Online Library
Helps people with print disabilities to read!

Sign Up!
Accessible Book Collection (ABC)

www.accessiblebookcollection.org

- Approximately 1000 online books
- Low subscription fee
  - Free to qualified AT professionals
- Supports some alternative formats (Boardmaker Plus!, Intellipics, Clicker 5)
- Switch accessible
Tar Heel Reader (www.tarheelreader.org)

Welcome
Welcome to the Tar Heel Reader, a collection of free, easy-to-read, and accessible story books. Each book can be viewed in standard print or enlarged, with options for touch screens, the visually impaired, and those using reader-friendly settings.

You may write your own books using pictures from the image collection at Flickr or in books of your own writing. You may also use the bookshelf to set up favorite stories.

Register to be able to set up favorites & bookshelves
Invitation Code: Literacy!
www.Route66Literacy.org

- Reading material & lessons for beginning readers who are adolescents & adults
- Age appropriate, Ability appropriate
- Free Trial

### Alphabet books

- for all ages

### Digital Story Telling Apps

- Tellagami
- Animoto
- My Story Maker
- PicLits
- Pictello
To adapt or not?

• That is the question....

AT for Writing Can Include:
• Different sized writing implements
  • Grips and holders
  • Letter stamps
• Communication pictures with words
• Alphabet boards
• Computer and mobile devices
  • Adaptive keyboards
  • Word Prediction Software
  • Apps
• SGD's

Everyone needs access to the alphabet for some of their writing.
• Not all
• Not most
• But, SOME access
So many opportunities to include literacy!

- Sign in & label work: stamp, sticker, copy, match, write, type
- Look for names, special words, and letters: bulletin board, folder, box of materials
- Name chant
  - Recognize name: Write or match it
  - Segment it: Say it
- Shared reading

Make the Plan Visible
Core Language Board from Pixon Project

Low Tech: Use with generic messages appropriate for ANY story OR story-specific messages

Supplements personal SGD

SGDs can be set up for reading & talking about the stories.
Interactive Book Reading

- Reading is a great therapy activity!
- Focus of the interaction:
  - Teach new vocabulary
  - Improve linguistic expression
  - Introduce story grammar (main character, action, outcome)
  - Develop narrative skills
  - Build literacy skills
- We also use this to introduce strategies; e.g., making predictions, cause/effect, main idea, etc.

Interactive Reading: RAAP
(Binger & Kent-Walsh)
- Read the text + model 2 symbols (aided language input)
  - Pause
- Ask a question + model 2 symbols
  - Pause
- Answer + model 2 symbols
  - Pause
- Prompt, if necessary

(Post with link to boards http://bit.ly/1kBwnPk)

Affirmation

Pick a letter. Who should hold it? What do you want to read? What should we do next? Tell me. Which one? Where should we go? How many? Pick one to write with. Who would you like to sit with? Where should we read?

Making Choices

What is that? Where are we going? Who is that? What’s next? Can you tell me about it? Why are they upset? Are they in trouble? How does that work? When do we do that? Is that right? Do I have to?

Asking Questions
Core Words

I you he she it we
boy girl can come
do get go have help
know like look read
say see sing talk
think that want in on
big more not now
good all done what

RESOURCES

The Bridge
• Center for Literacy and Disability Studies at University of North Carolina Chapel Hill:
  http://www.med.unc.edu/ahs/clds/resources/early-childhood-resources-1/the-bridge-assessment
• Links to this and other downloadable resources:
Additional AAC & Literacy Resources

• Books, software: www.donjohnston.com
  • The Beginning Literacy Framework (document)
    www.donjohnston.com/research/beg_lit_framework.pdf
  • Literacy Lab Software
  • Protocol for
• Adapted books & Comm bds (Baltimore Public Schools):
  http://www.bcps.k12.md.us/BoardMaker/adapted_library.asp
• Reading A-Z (www.readinga-z.com)

Collected AAC & Literacy Resources

• Pinterest Board: http://bit.ly/yL6g5a
• Literacy Apps: http://bit.ly/x0VK9g

THANK YOU!
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