

Allied Health Media	SpeechPathology.com
<h2 style="margin: 0;">Integrating Literacy Learning into Therapy for Students with AAC Needs</h2> <p style="margin: 10px 0;">Presenter: Carole Zangari, Ph.D., CCC-SLP</p> <p style="margin: 10px 0; font-size: small;">Moderated by: Amy Natho, M.S., CCC-SLP, CEU Administrator, SpeechPathology.com</p>	

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<ul style="list-style-type: none"> ➤ Log in to your account and go to Pending Courses under the CEU Courses tab. ➤ Must pass 10-question multiple-choice exam with a score of 80% or higher ➤ Two opportunities to pass the exam 	

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Peer Review Process

Interested in Becoming a Peer Reviewer?

APPLY TODAY!

3+ years SLP Professional Experience Required

Contact Amy Natho at anatho@speechpathology.com

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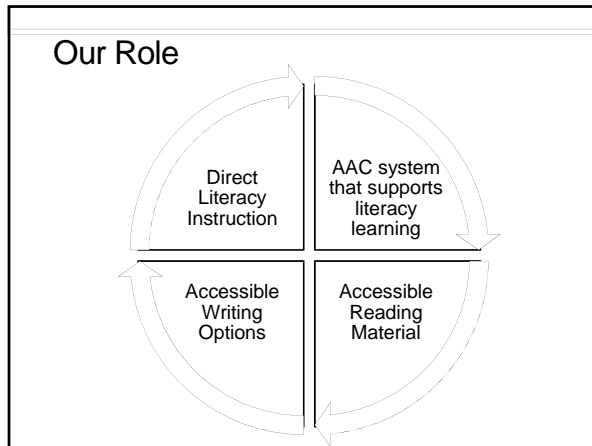
INTEGRATING LITERACY
LEARNING INTO THERAPY FOR
STUDENTS WITH AAC NEEDS

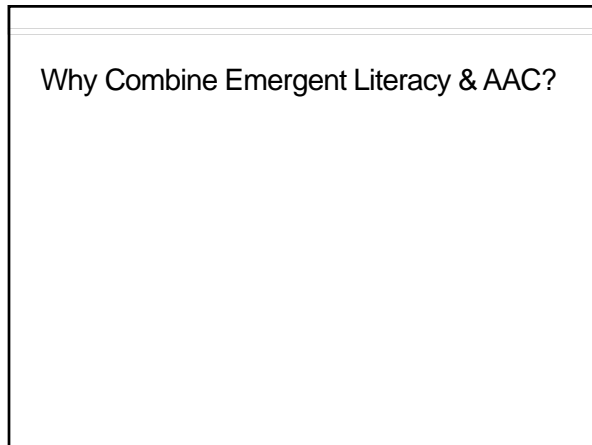
Carole Zangari, Ph.D., CCC-SLP
Nova Southeastern University
PrAACtical AAC

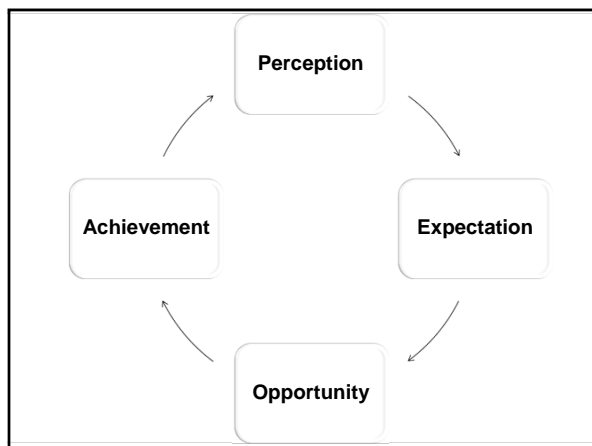
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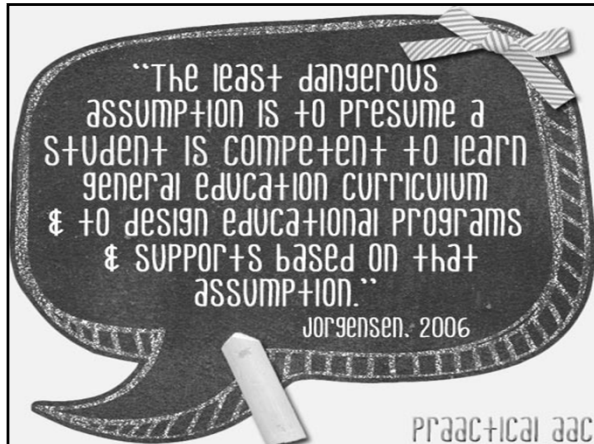
Today, we will discuss:

- 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









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

StarFall Reader

Conventional Books

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

Reading A-Z

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

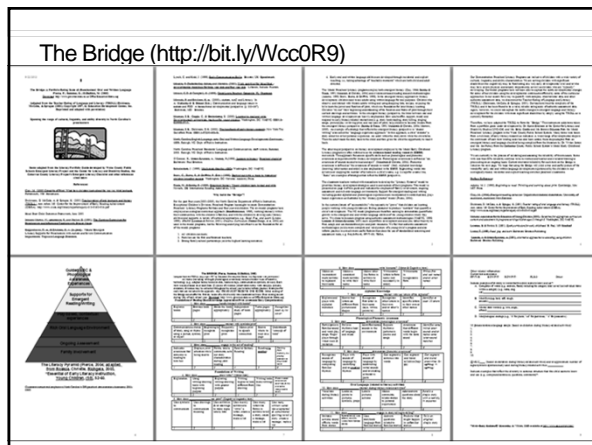
1. How does the child interact with books?

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.

The Bridge (<http://bit.ly/Wcc0R9>)



The screenshot shows a document titled "The Bridge" with a URL. It contains a table of contents and a diagram of a bridge. The table of contents lists various sections and their corresponding page numbers. The diagram shows a cross-section of a bridge with labels for different parts.


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ACCESSIBLE MATERIALS


Electronic Books

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

YouTube & TV

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.







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TURN ON CAPTIONING TO TURN ON READING

Bookshare (www.bookshare.org)

Free for those with qualifying print disabilities

- Classroom
- Personal accounts for each student



An Accessible Online Library
for people with print disabilities

Helps people with print disabilities to read!

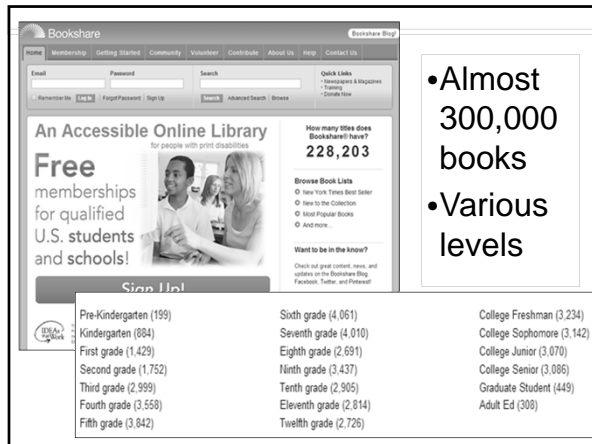
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Pre-Kindergarten (199)
Kindergarten (884)
First grade (1,429)
Second grade (1,752)
Third grade (2,999)
Fourth grade (3,558)
Fifth grade (3,842)

Sixth grade (4,061)
Seventh grade (4,010)
Eighth grade (2,691)
Ninth grade (3,437)
Tenth grade (2,905)
Eleventh grade (2,814)
Twelfth grade (2,726)


College Freshman (3,234)
College Sophomore (3,142)
College Junior (3,870)
College Senior (3,086)
Graduate Student (448)
Adult Ed (308)

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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



Accessible Book Collection

Leo the Little Broomer (Intellipics Studio 3)

Leo couldn't do anything right.



Navigation icons: back, forward, search, and other controls.



Tar Heel Reader

(www.tarheelreader.org)

Welcome

Welcome to the Tar Heel Reader, a collection of free, easy-to-read, and accessible range of topics. Each book can be speech enabled and accessed using multiple touch screens, the IntelliKeys with custom overlays, and 1 to 3 switches. Click here for alternative access methods.

You may write your own books using pictures from the huge collection at Flickr or books should be complete, edited, and revised to the best of your ability before publishing them to the site. While you are working on them, please save them as drafts.

Note the little well icon  in the upper left corner of the page; clicking it will allow you to access the main menu. You can also click the settings icon  to change settings on some pages.

Ready to get started?

[Find a book](#)
[Write a book](#)

This site is also available in other languages. To help with translation, contact us.

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Books you wrote

Other

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Comments
Donate
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Log in

- Read by yourself or have it read out loud
- Use online or download to your computer


Tar Heel Reader

Books for people who struggle to read


Choose a book



Our Day
by David



Australian Animals
by David



Where do horses live?
by David

Search

Tags: sea

Tags: Australia, find, you

Tags: sea

Tags: find, people, sometimes

Pages

- About
- Blog
- Comments
- Contact Us
- Photo Credits
- Site Map
- Welcome
- Write a book





Archives


- 2014 (10)
- 2013 (10)

Categories

- Animals (10)
- People (10)
- Places (10)


Speech Controls

 Silent
 Child
 Woman
 Man



Tar Heel Reader

What sport do you like?



Do you like surfing?


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







The letter D



D is for dog.



D is for desk.



The letter D

Alphabet books for all ages
(Jane Farrall):
<http://bit.ly/1kw1pXI>

Digital Story Telling Apps

- Tellagami
- Animoto
- My Story Maker
- PicLits
- Pictello

To adapt or not?

- That is the question....

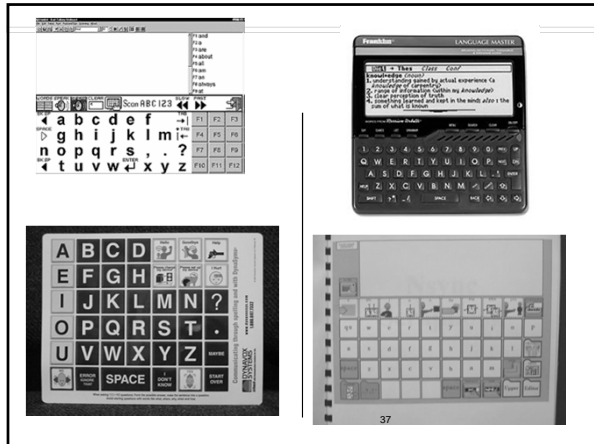
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AT for Writing Can Include:

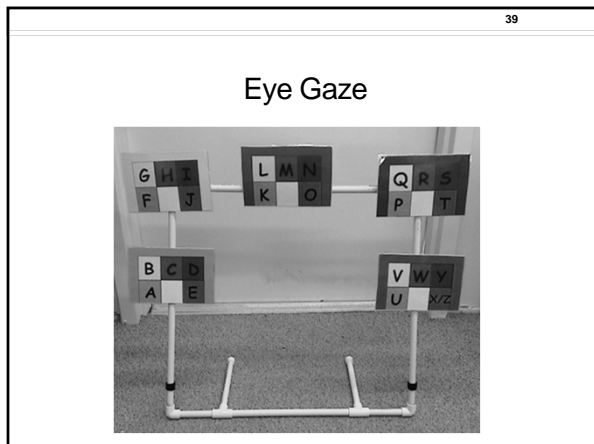
- Different sized writing implements
 - Grips and holders
- Letter stamps
- Communication pictures with words
- Alphabet boards
- Computer and mobile devices
 - Adaptive keyboards
 - Word Prediction Software
 - Apps
- SGDs

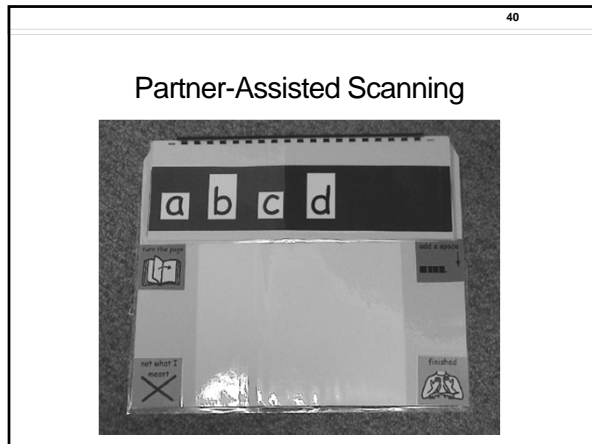
Everyone needs access to the alphabet for some of their writing.

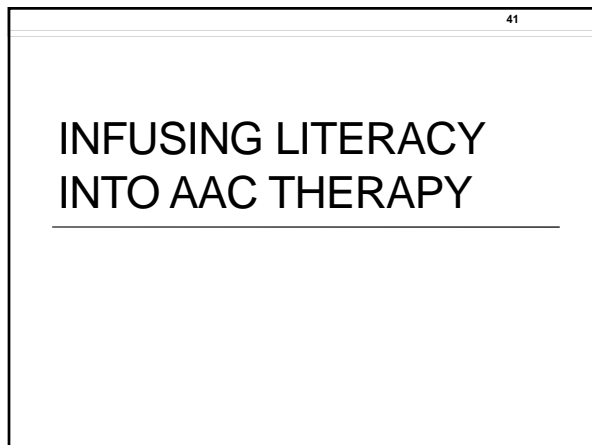
- Not *all*
- Not *most*
- But, *SOME* access














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Letter Song




_____ says _____ .

_____ says _____ .

Every letter has a sound, and

_____ says _____ .

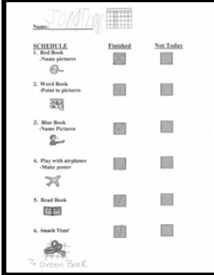



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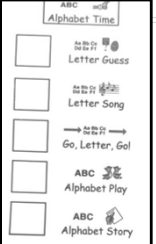
So many opportunities to include literacy!


- 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

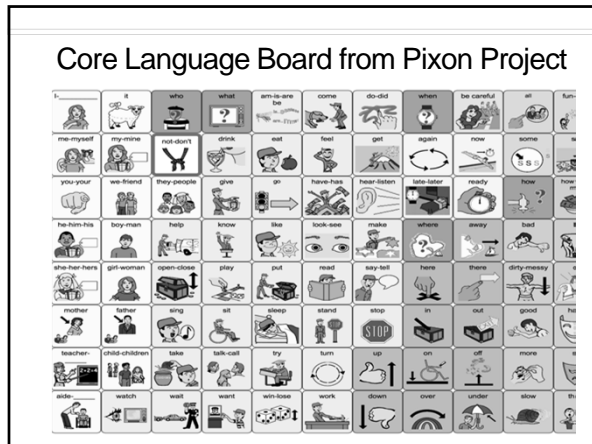
Make the Plan Visible











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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>)



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Who wants a turn? Do you want to hold it? Who wants to try? Are you ready? Do you like that? Do you agree? Should we slow down? Is that a good idea? Can we do that? Is it okay with you? Do you think Evan did a good job? Is she funny? Should we keep going? Can we move on? Should I give Shawn one? Is that enough? Are you sharing? Am I right? Is Ms. Marie the prettiest? Etc.

Affirmation

53

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?

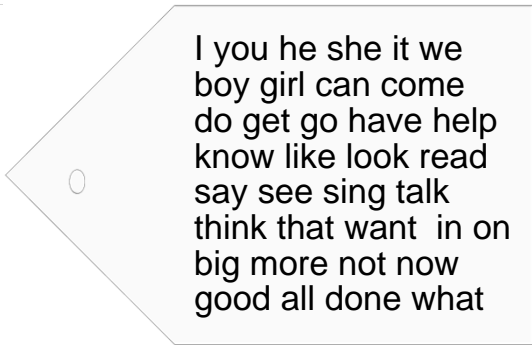
Making Choices

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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

55



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

Core Words

56

RESOURCES

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The Bridge

- Pierce, P. L., Summer, G., & O'deKirk, M. (2009). The Bridge: An Authentic Literacy Assessment Strategy for Individualizing and Informing Practice with Young Children with Disabilities. *Young Exceptional Children*, 12,3,2-14.
- 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:
<http://bit.ly/X9ZJYf>

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!

Carole@PrAACticalAAC.org