

Literacy & Communication Instruction for Students with Significant Disabilities, Including Deaf-Blindness: Yes They Can!

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The Plan

- Typical Literacy Development
- Shared Reading
- Independent Book Exploration
- Write from the Start

**Go to The Center for Literacy & Disability Studies website to see literacy profiles and to download free resources: www.med.unc.edu/ahs/clds

The Model Classrooms

- The North Shelby School, Shelby, NC
(704) 487-9941
- Progressive Educational Program, Asheville, NC
(828) 654-1780
- Eastern Elementary, Greenville, NC
(252) 758-4813

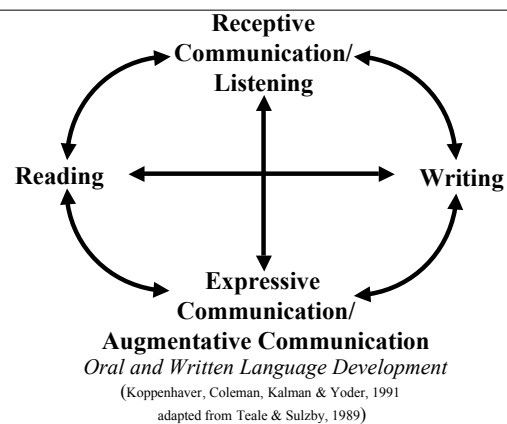
What is Emergent Literacy?

Emergent literacy is
“... the reading and writing behaviors that precede and develop into conventional literacy.”

(Sulzby, 1991)

Emergent to Conventional Literacy Development

- Describes typical literacy development that occurs at or before birth all the way through early elementary school.
- **Continuum:** A link between 2 things, or a continuous series of things that blend into each other so gradually and so seamlessly that it is impossible to say where one becomes the next.
- **All** students go through this.
- Provides a structure for understanding where our students are in literacy development
 - Helps us identify appropriate goals & instructional activities.



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National Findings

From Patsy Pierce

“Thrilling Three”: B-K

Oral Language
Alphabetic Code
Print Knowledge/
Concepts

National Center for Family Literacy. (2005). *National early literacy panel: Synthesizing the scientific research on development of early literacy in young children*. Available at <http://www.nifl.gov/partnershipforreading/family/nctf/NELP2006Conference.pdf>

“Fab Five”: K-3

Phonemic Awareness
Phonics
Vocabulary
Fluency
Comprehension

National Institute of Child Health and Human Development (NICHD). (2000). *Report of the National Reading Panel. Teaching children to read: An evidenced-based assessment of the scientific research literature on reading and its implications for reading instructions. Reports of the subgroups*. Washington, DC: Author.

Getting Started in the Classrooms

- Focus on the thrilling three: oral language, alphabetic & print knowledge:
 - Shared Reading
 - Self-Selected Book Reading
 - Self-Selected Writing
- Build a solid emergent literacy base

What do WE do with typically developing children to support literacy?

Conditions of Literacy Learning (Cambourne, 1993, 2003)

- High expectations
- Active engagement: Freedom to experiment & in order to become problem-solvers
- Approximations/errors are accepted & celebrated
- Attribute meaning to **ALL** attempts
- Loads of models- 24/7 immersion
- More knowledgeable other
- Foster rich social interactions-lots of talk & fun!

Students with Significant Disabilities Benefit from Literacy Activities Used with Typically Developing Children

- Bedrosian, (1997)
- Blischak, (1995)
- Erickson et al, (1997)
- Erickson, K. A., Clendon, S. A., Abraham, L., Roy, V., Van De Carr, H. (2005)
- Gipe, (1993)
- Hanser & Erickson, (2007)
- Hedrick, Katims & Carr, (1999)
- Koppenhaver, Coleman, Kalman & Yoder, (1991)
- Koppenhaver & Erickson, (2003)
- Koppenhaver, Erickson, Harris, McLellan, Skotko & Newton, (2001)
- Light & Kelford Smith, (1993)
- Light, Binger & Kelford Smith, (1994)
- Miles, (2005) www.dblink.org/lib/literacy.htm
- Pierce & McWilliams, (1993)

Reading

“The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children” (p.33)

IRA & NAEYC Position Paper on Early Literacy, (1998)

What is shared reading?

“The interaction that occurs when a child and adult look at or read a book together.”

Ezell & Justice, 2005

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What Do Students Learn During Shared Reading?

(Clay, 1993)

- Builds critical vocabulary and background knowledge of the world...**receptive language concepts**
- How & why we use books
- Vocabulary
- Concepts about print
- How meaning is made from print
- Reading is worthwhile & enjoyable
- Connection between spoken word & print
 - Student gradually takes on more responsibility in reading over time
- **Ideal time to work on expressive communication**

Story Reading Interactions Between Preschoolers Who use AAC and Their Mothers (Light & Kelford Smith, 1994)

Findings:

- Children's AAC devices were not present during book reading.
- Children were unable to comment, label or ask questions.
- Children were more involved in physical aspects of book reading.
- Mothers' talk tended to dominate reading interactions.

Implication: Students need a way to communicate during storybook reading to support the development of **receptive language** and **expressive communication**.

Storybook-Based Communication Intervention for Girls with Rett Syndrome and Their Mothers

(Koppenhaver, Erickson, Harris, McLellan, Skotko & Newton, 2001)

- Looked at effects of different supports during storybook reading
- Interactions during storybook reading in 4 conditions:
 - No support
 - Splint on non-dominant hand
 - Use of AT/Communication Supports
 - Parent training: Modeling use of AAC, Offering/Making Predictions, Pausing, Attributing Meaning to All Child Attempts

Finding: There was an increase in attempts to communicate, label and comment with use of AT and with parent training.

Implication: Storybook reading is an IDEAL way to work on receptive language and expressive communication using communication system.

During Shared Reading... The More Knowledgeable Other

- Encourages communications
- Attributes meaning to all attempts: purposeful or random
- Makes connections between book and what students knows
- Does "think outlouds" to model thought processes
- Models using student's AAC system
- Models concepts about print (Clay, 1993)
- It's all about the book: offer a range based on child's interests (can be family photo albums, menus, magazine)
 - No interest=no interaction!
- Extend book reading beyond the activity:
 - Share student's book interactions/opinions with whole family
- Offer opportunities for independent book exploration

HAVE FUN!!!!!!!!!!!!

Moving Beyond the Repeated Line... Using Generic Reading Interaction Symbols

- Intended for students who don't have an AAC system
- Use of open ended, "core" vocabulary allow adults to respond to student multiple times throughout the activity.
 - Positive: Awesome!, I know, Wow!
 - Negative: Not!, no way, bad!!!!
 - Great way to work on pragmatics
- Cuts down on "20 questions"--mini clues
 - Context of the book will help support adult in offering choices and extending the interaction
- Can be used in OTHER books
- Can be used in OTHER activities during the day
- Consistent symbol set fosters motor/visual memory
- Will still want to use "fringe" vocabulary to support story-retelling & other receptive concepts

Setting Up Reading Interaction Symbols for Easy Use & Modeling

- Choice Board
- PVC Eye Gaze Frame
- Tape down with clear packing tape
- Velcro on to devices
- Radio shack photo frame
 - Turn into switches
- Iron-on on pillow case

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Tactual Symbol Set

(By Hanser, 2004, Adapted from Texas School of the Blind, Maryland School for the Blind and Goosens and Crain)

<u>Function</u>	<u>Shape</u>	<u>Texture</u>	<u>Color</u>
Pronouns	Octogon	Laminate	Orange
Verbs	Triangle	Felt	Pink
Adjectives	Heart	Bumpy	Blue
Nouns	Square	Smooth	Yellow

Offer a Variety of Books To Expand and Assess Student Interests

- Books to develop language & background information
 - Storybooks
 - Stories with predictable text/repeated line
 - Simple non-fiction books
 - Wordless books
 - Concept books: ABC books, Counting books, Shape books, Color books
- Books to support concepts of print
 - **Big books**, storybooks, **clear text**, supportive pictures
- Books to support phonological awareness
 - Poetry, rhymes, repeated line books, tongue twisters, nursery rhymes, raps,
- SONGBOARDS!!! Singing To Learn-by Caroline Musselwhite, www.aacintervention.com

Great Books for Shared Reading

- That's Disgusting!
- That's Dangerous!
- That's Mean!
- by Pittau & Gervais, 2003
- IBN # 1-57912-351-1

Importance of Daily Self Selected Reading

- Daily reading with appropriate texts
 - EXCITING new resource: www.tarheelreader.org
- Shows students' book preferences
- Students begin to see themselves as readers
- Allows them to apply what they are learning during shared reading, writing, and other models and interactions with print
- Katims' Levels of Book Exploration (1991)
 - Browsing
 - Silent Study
 - Pretend Reading
 - Conventional Reading

Light Tech Tips for Making Print/Braille Accessible

- Page separators: page fluffers, furniture bumpers, binder clips, soft velcro
- Reformat book-laminate/packing tape
- Page protectors
- Board book makeover-tape black construction paper over book pages and add new content
- Baggy books (good tactile activity!!)
- Post/hang/make available in bathroom/changing area
- Packing tape to table-but, MUST frequently rotate: diagrams/magazine pages/maps/coupons/jokes...

Authoring Books with IntelliPics Studio: Why Templates?

- Consistency in placement to support motor memory/tactual memory/visual memory
- "Do-Ability" Factor
- Can focus on text rather than technical issues
- TIME!
- Book Template is accessible for switch users AND IntelliKeys users

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Emergent Writing

“Children begin reading by writing.
People are natural message-makers; we
want to leave our mark.”

“Writing challenges students to think
about print.”

(International Reading Association & National Association for the
Education of Young Children, 1998)

Write From the START! Alternative Pencils: A MUST!

- Color Coded Eye Gaze Frame
- Alphabet Flip Chart
- Braille Alphabet Flip Chart
- Braille IntelliKeys
- Tactual IntelliKeys
- Onscreen Keyboards

- Developed by the Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill
- Can order CD for \$25

Reasons to Include the Entire Alphabet

- The ULTIMATE letter activity
- Need the opportunity to figure out that letters are linked to speech
- Understand what the alphabet is and that it is a finite group of letters...
- These letters are meant to be mixed around
- Supports visual, tactual & motor memory

*Generative issue: All of life is not a multiple choice test. Can't always anticipate what they want to write or say.

Get Engineered for Writing!

- Identify the **EASIEST** pencil for every student & access supports needed (switches, mounts, eye gaze frame, interfaces)
- Setup writing stations
- Train adults in setting up the pencil in 2-3 minutes.
 - Programming device
 - Opening IT file on computer
 - Setting up IntelliKeys & custom or standard overlay
 - Using a Braille Labeler
- Identify pairs of students who can work together to write with an adult. Can pair based on need for modeling.
 - Flip chart writers
 - Flip chart writer & computer writer
- Identify which adult will work with which pair of students

Lots of Writing for Meaningful, Purposeful Reasons

- Use a variety of activities to show that writing is for a purpose
 - Variety supports generalization (minimizes BURNOUT factor)
 - Journaling, notes, letters
 - Signs, artwork, cards, name tags, place cards
 - Making books!
 - Can also write just for the sake of writing
- Daily time for writing without standards
 - NO COPYING: copying ≠ meaning
 - Anything goes; writing is not corrected.

What kind of assessment is possible when writing is not recognizable??

- Interest/attention to others' modeling writing
- Ease with student selecting writing topic
- Wants to write
- Length of time on task
- Visually/physically attends to print/braille
- Wants to "read" writing
- Wants to share writing
- Uses letters from name
- Makes word like groupings
- Shows preferences of letters
- Early, early, early sound spelling

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The Importance of Students Choosing Writing Activities

- Writing is related to something the student knows/motivated by
 - Issue of background knowledge
 - Problem with writing prompts
- Context for interpretation/informal assessment
- Topics can be offered through:
 - Personal Remnant Books
 - Objects/Tactuals
 - Pictures
 - Classroom Remnant Lists/Charts
 - Pictures (internet, personal pics-slide show)
 - Verbal/Signed choices based on student interest

Training Staff to Be a “More Knowledgeable Other”

- Shows student how to construct meaning out of the print/braille
- Models the how, what and why
- Attributes meaning to all attempts
- Make links between writing & student experiences

Shared, Predictable Chart Writing

(Can download Predictable Chart Writing Handout from CLDS website)

- A shared writing process that results in something we always need more of-- appropriate books!
- Great way to still provide structure, yet allows students to generate their own ideas.
- Is a multilevel activity:
 - Model writing process/concepts about print for emergent writers/readers
 - Repeated sentence frames support early conventional readers with word reading.

Predictable Chart Writing

(From Cunningham, (2001) & Hall & Williams (2001) Adapted by Hanser, 2005)

- Day 1: Write the Chart
- Day 2: Reread/work with Chart
- Day 3: Work with Cutup Sentence Strips
- Day 4: Be the Sentence
- Day 5: Make the Book!

YES THEY CAN!!

Go to our website to see how they can!
www.med.unc.edu/ahs/clds