

Emergent Literacy for Students with Significant Disabilities



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Emergent Literacy for Students with Significant Disabilities Including Complex Communication Needs



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Acknowledgement

This training was developed by and with

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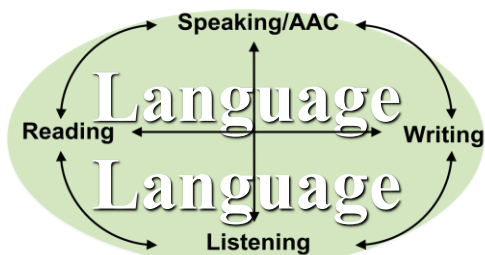
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Websites

- Center for Literacy & Disability Studies
 - www.med.unc.edu/ahs/clids
 - <http://dlmpd.com>
 - <http://project-core.com>
- David Koppenhaver's site
 - <http://www.litdis.com/>

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Oral & Written Language Development



(Koppenhaver, Coleman, Kalman & Yoder, 1991
adapted from Teale & Sulzby, 1989)

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The process of learning to read and write is a continuum that begins at birth.

There are NO prerequisites.

There are NO "Yeahbuts."

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Important Conditions that Support Universal Literacy Learning Success

- Knowledgeable Other
- Interactive Communication and Participation
- Repetition with Variety
- Cognitive Engagement
- Cognitive Clarity
- Personal Connection with the Curriculum
- Risk taking (by both student and teacher)
- Comprehensive Instruction
- Significant time allocation
- High expectations and low standards

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Universal Design for Learning?

Recognition
Network



What?

Strategic
Network



How?

Affective
Network



Why?

<http://www.cast.org> CAST© 2003

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Picture Symbols and Text

Hatchet, Chapter 10

Brian sleeps in his shelter at night



He is safe from bears and skunks because of his fire.



He cuts lots of wood to make sure he always has a fire.



The smoke from the fire keeps the mosquitoes away.



One morning he wakes up and sees animal tracks.



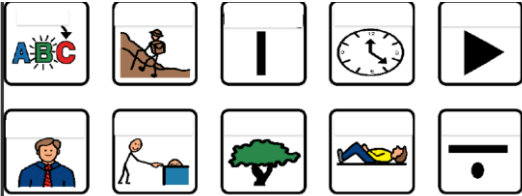
He follows the tracks to the lake and finds turtle eggs.



Symbols appear to make text more universally accessible, but do they really?

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Try reading this! (Part 1)



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Elements of Comprehensive Emergent Literacy

Does the Student:

- Know most of the letters most of the time?
- Engage actively during shared reading?
- Have a means of communication and interaction?
- Understand that writing involves letters and words?

No

Yes

Daily Emergent Interventions

- Shared (Interactive) Reading
- Predictable Chart Writing
- Alphabet & Phonological Awareness
- Independent Writing with access to full alphabet
- Self-Directed Reading
- Symbol-based Communication (with few exceptions)

Daily Conventional Interventions

- Guided Reading (Reading Comprehension)
- Word Study (Key Words + Word Wall + Making Words)
- Writing
- Self-Directed Reading
- Communication with symbols + spelling

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Symbol-Based Communication

Communication is a human right!

All individuals have the basic right to ongoing instruction aimed at developing versatile communication skills.



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Universal Core Vocabulary

- 36 words
- Meaningful as single words
- Represented with graphic symbols
- Potential for multiple word combinations
- Prioritized based on usefulness across the school day, including daily activities, social interactions, and academic instruction



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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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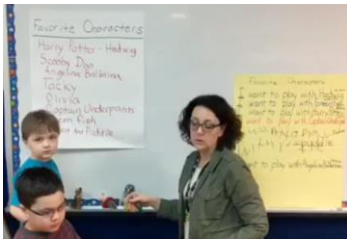
Why shared reading?

- Builds emergent literacy understandings.
 - Concept of word
 - Left-to-right, top-to-bottom directionality
 - Alphabet and phonological awareness
- Builds speaking and listening skills and understandings.
 - Increases vocabulary (especially information text)
 - Encourages expressive communication

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What is predictable chart writing?

A multi-step approach to structure shared writing.



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Why predictable chart writing?

- An opportunity to build:
 - concepts about print
 - word identification, spelling, capitalization, and punctuation and
 - communication
- A way to build instructional materials by working WITH the students

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Predictable Chart Writing

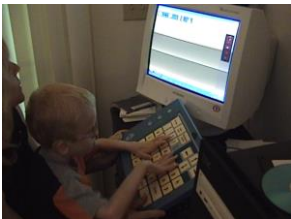
How does it work?

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

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What is independent writing?

Writing refers to the process of constructing texts in traditional orthography, either print or braille, that communicate experiences, thoughts, feelings, and understandings for diverse audiences and purposes.



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Why independent writing?

- *Writing*, including emergent writing, provides information regarding students' understandings of print.
 - Clear documentation of growth and increased understanding over time.

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What is alphabet and phonological awareness instruction?

Alphabet Knowledge: individual letter names, sounds, and shapes

Phonological Awareness: focuses on the ability to identify and manipulate words and sounds in spoken language

Our goal is to teach students to apply their knowledge of letters and letter sounds.

A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

a b c d e f g
h i j k l m n o
p q r s t u v
w x y z

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Why teach alphabet knowledge and phonological awareness?

- Students need to develop:
 - upper and lower case letter-shape recognition
 - Letter-sound knowledge
 - Letter-writing/selecting abilities

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Embedded and Explicit Instruction

▪ Embedded

- Read alphabet books
- Point out letters and print in the environment
- Talk about letters and their sounds when you encounter them in every day activities
- Provide opportunities to play with letter shapes and sounds
- Explicitly reference letter names and sounds in shared reading and writing activities.



▪ Explicit

- Enhancing Alphabet Knowledge Instruction: research implications and practical strategies for early childhood educators, Jones, C., Clark, S., & Reutzel, D. R. (2013).³⁴

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“But They Can’t Read” – Why Independent Reading?

- Facts
 - Surest way to prevent learning to read is to eliminate print experiences from a person’s environment.
 - Reading/discussion experiences are how we:
 - connect with one another;
 - and learn about the world.
- Thought
 - Try it...They (and you) might like it.
 - Reading is not a once a day thing.

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Ways to Read When You “Can’t”

- Looking at, telling, and talking about (wordless) picture books, photo albums of experience, magazines...
- Using books, web pages, apps, magazines with high picture/text match of known experience.
- Following along as a partner reads (and explains as needed).
- Following along with an audiotaped book or other print material.
- Following along with a talking word processor or screen reader.
- Shared reading with someone who already can read the text and will facilitate participation of the learner.

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...More Ways to Read When You “Can’t”

- Following along with a talking book on computer (e.g. websites like Storyline Online, Tumblebooks...)
- Using any Mac computer text-to-speech with highlighting and Command you set up (e.g., Command-R)
- Reading (“from memory”) a familiar book.
 - Personal, patterned, predictable advantages.
- Reading captioned movies and stories – e.g., Youtube (like The Pigeon Wants a Puppy, <http://tinyurl.com/jwhe8b3> or I Love Lemonade, <http://tinyurl.com/y8t67r5d>).
- Using Snap & Read (<http://tinyurl.com/79umu6a>) to read aloud any onscreen text source, including Flash files.

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The Roles of Administrators

- Project Core’s Teaching Supports and Implementation Resources
 - Instructional Planning and Reflection
 - School Guidance
 - www.project-core.com/school-guidance

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“No student is too anything to be able to read and write.”

David Yoder

Co-Founder of the Center for Literacy and Disabilities Studies, University of North Carolina at Chapel Hill

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