

INCORPORATING AAC INTO LITERACY INSTRUCTION

A focus on reading....



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PRIOR KNOWLEDGE ASSUMPTIONS

- * This discussion covers information that assumes you have knowledge regarding the following:
 - * Common characteristics of
 - * Social Beings
 - * Visual Learners
 - * Memory impairment
 - * Communication impairment
 - * Strategies for working with individuals with DS
 - * Promoting independence
 - * Providing processing time
 - * General AAC Information
 - * No-high tech
 - * User profiles/abilities

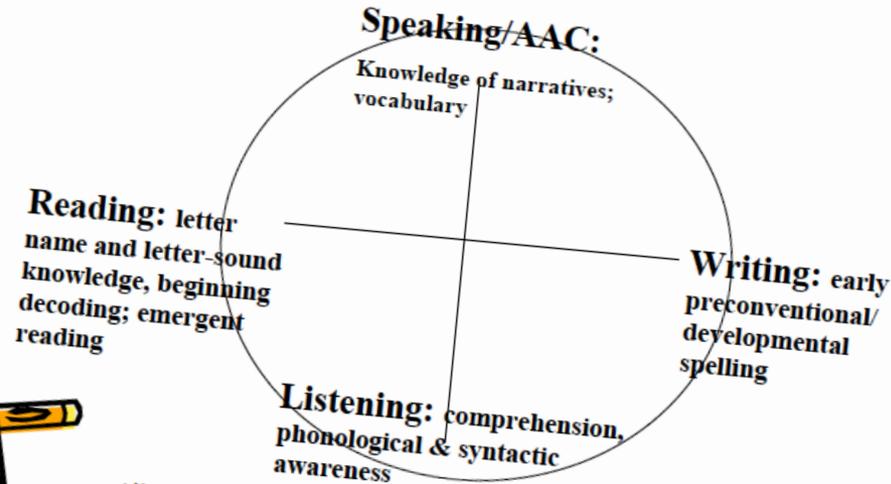


WORKSHOP OBJECTIVES

- * What we know about literacy and Down Syndrome (DS)
- * AAC & Literacy Overview
- * The “Hour Glass” Model of Literacy
- * AAC/Literacy Implementation Ideas
- * Resources
- * Questions and Comments



Oral and Written Language Development



All 4 modes of communicating develop together and help one another to develop through out a life time

It's all connected!

This workshop will focus heavily on **READING**. Please provide us with feedback and let us know how we can further provide you with information!

WHAT WE KNOW

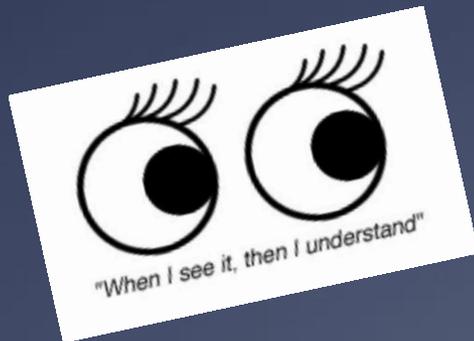
- * Every INDIVIDUAL is INDIVIDUAL
- * We need to PREPARE:
 - * “Approximately 90% of individuals with severe communication impairments experience significant literacy learning difficulties.”
(Koppenhaver & Yoder, 1992)
- * KNOWLEDGE is POWER
- * It's a COLLABORATIVE process
(American Speech and Hearing Association, 2004)



LITERACY & DS

Strengths

- * Whole word reading
- * Visual Comprehension
- * Sight words
- * Visual Memory

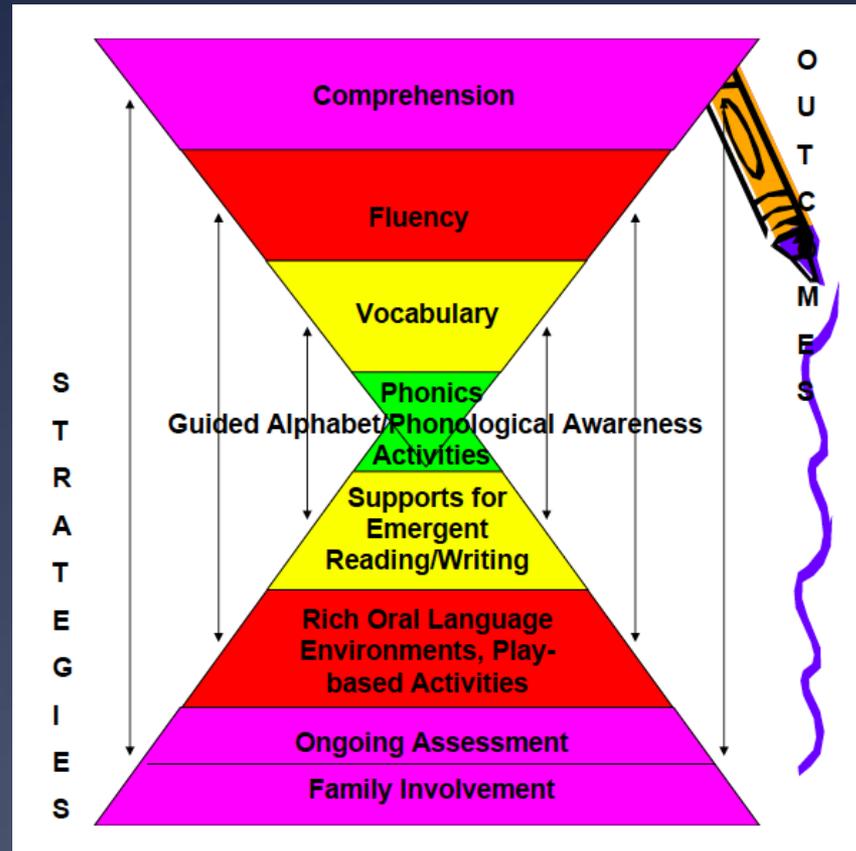


Weaknesses

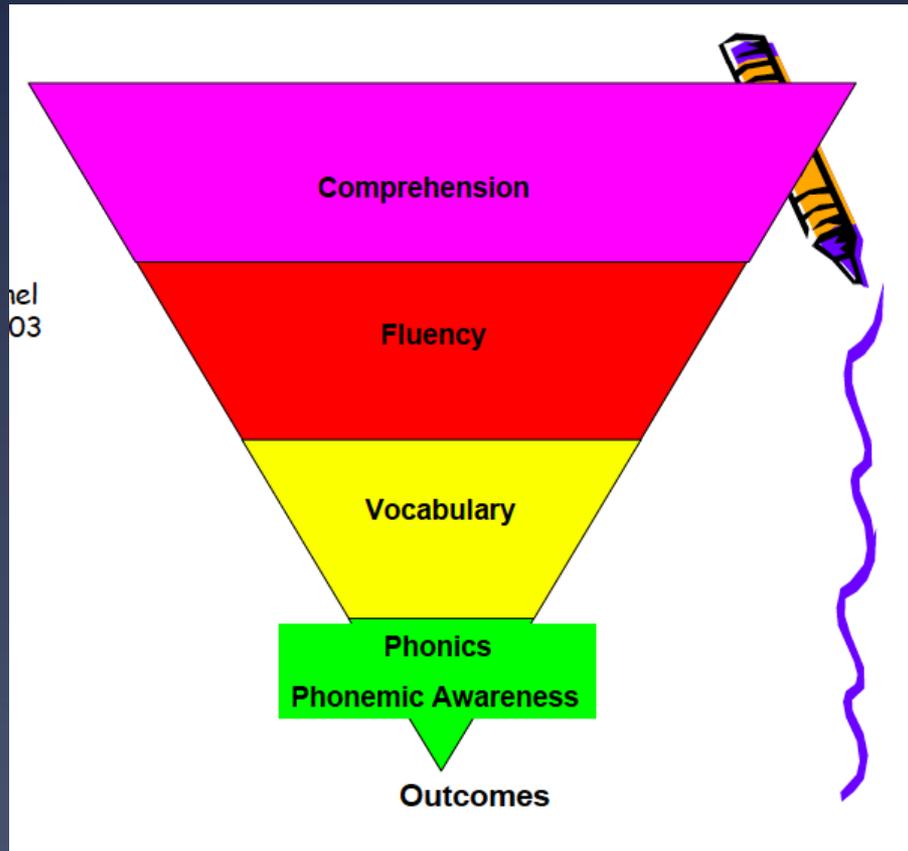
- * Verbal Comprehension
- * Verbal Memory
- * Phonics/Phonological Awareness
- * Decoding



THE "HOUR GLASS" MODEL OF LITERACY DEVELOPMENT AND INSTRUCTION

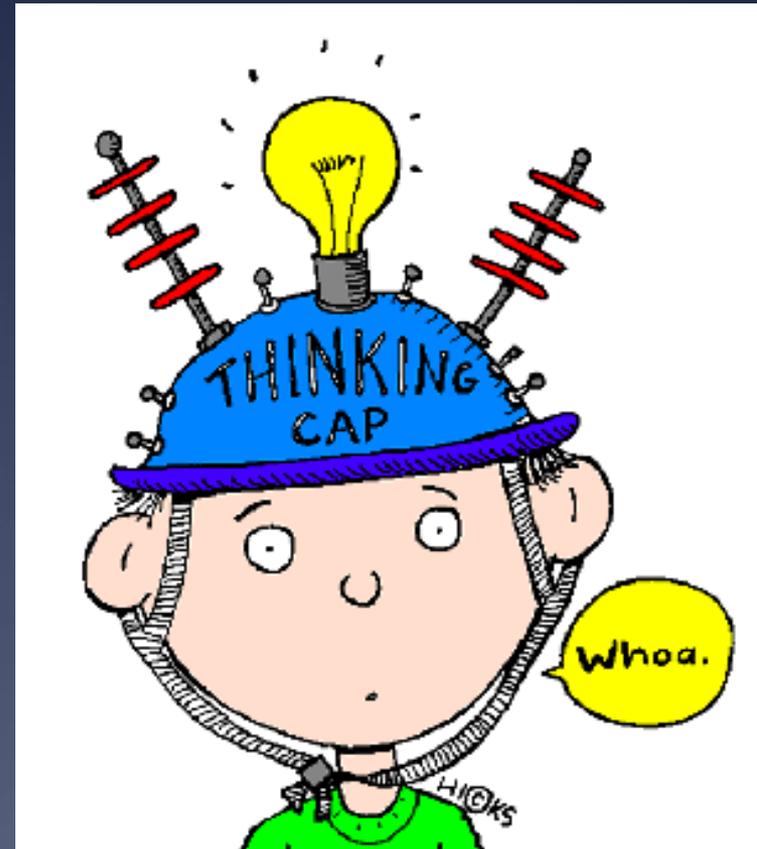


THE "HOUR GLASS" MODEL OUTCOMES



THE “HOUR GLASS” MODEL OUTCOMES: Comprehension

- * Ability to understand
- * The act or action of grasping with intellect



THE “HOUR GLASS” MODEL OUTCOMES: Fluency

- * The ability to speak easily and smoothly



THE “HOUR GLASS” MODEL

OUTCOMES: Vocabulary

- * The words that make up a language
- * All of the words known and used by a person
- * Words that are related to a particular subject

<i>definition:</i>		<i>picture:</i>
	<i>word:</i>	
<i>sentence:</i>		<i>synonym:</i>

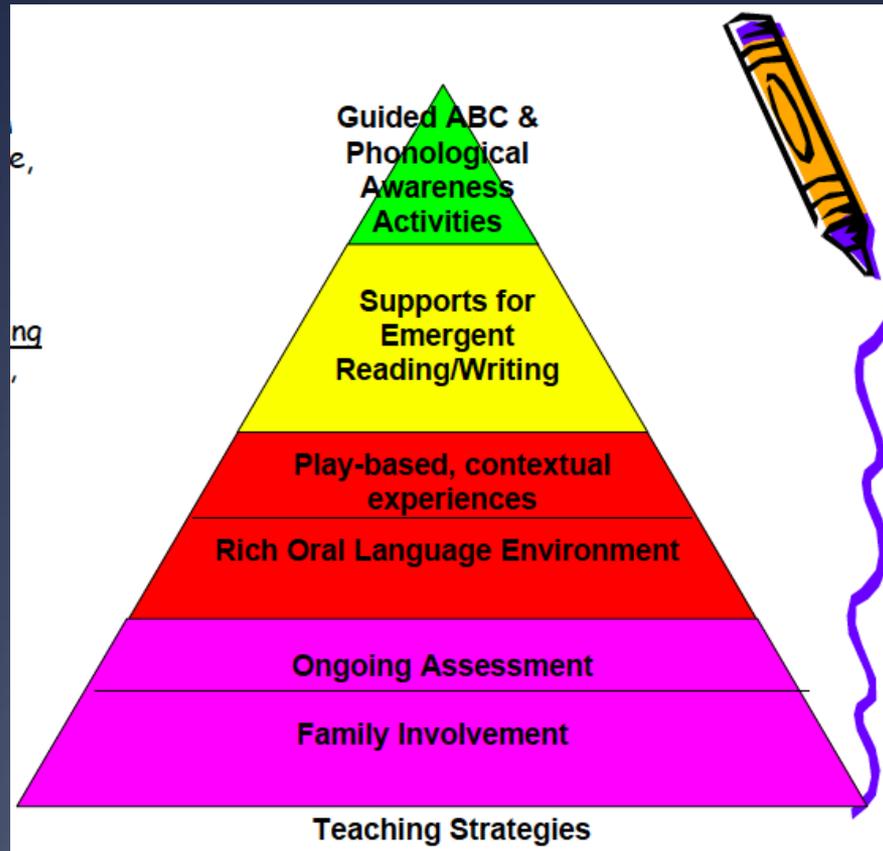
THE "HOUR GLASS" MODEL

OUTCOMES: Phonics/Phonemic Awareness

- * A method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables



THE "HOUR GLASS" MODEL TEACHING STRATEGIES





THE COLLABORATIVE PROCESS

“A team is a small number of people with complimentary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually exclusive”

Glennen & DeCoste 1997

- Classroom Teacher Instructional Aide
- Speech-Language Pathologist
- AAC Specialist
- Occupational Therapist
- Physical Therapist
- Assistive Technology Specialist
- Vision Specialist
- Hearing Specialist
- Parent
- Sibling
- Caregiver
- Friend



THE “HOUR GLASS” MODEL TEACHING STRATEGIES: Family Involvement

- * Reading in all environments
- * Active family participation
- * Family education



THE “HOUR GLASS” MODEL

TEACHING STRATEGIES: Ongoing Assessment

Assessments

- * Observation
- * Work Samples
- * Data Collection
- * Formal Assessment
- * Diagnostic Intervention

Beliefs

- * Kids don't perform for us
- * The setting should be as naturalistic as possible
- * There are good and bad days
- * 100% mastery is not what we are looking for

Pierce, 2005

THE “HOUR GLASS” MODEL

TEACHING STRATEGIES: Rich Oral Language Environment

- * We want the children to talk
 - * Not us 😊
- * Open Ended Questions
 - * Avoid ‘yes/no’, closed questions
- * Intervention built on strengths and encouragement
- * Avoiding failure
- * Child driven & interactive
- * Interactive
- * New Vocabulary

THE “HOUR GLASS” MODEL TEACHING STRATEGIES: Supports for Reading/Writing

- * Participation Plans
- * Vocabulary Inventories
- * Visual Supports
 - * Smart Charts
 - * Word Walls
 - * Adapted Books
 - * Environment Mini-Scripts
- * Referential vs. Descriptive Teaching
- * Aided Language Stimulation



Activity/ Time	Equipment/ Tools	What Student Does	How Staff Facilitates
Arrival and Free Play 8:45-9:10	Free Play Activities	Upon arrival Ann will wave hello to classroom staff and peers.	Classroom staff will wave and say hello to Ann. They will wave hello to her to model waving.
	Choice Board for Activities and 'What I think'.	Ann will use the choice boards to choose a free play activity and comment on the activity.	Staff will present Ann with the free play choice board to choose a free play activity. During or after completing an activity, staff will ask Ann what she thinks of the activity and provide her with the 'What I think' choice board to comment.

Participation Plan

A plan developed by the collaborative team that delineates portions/activities of the day to various AAC systems

- AAC systems to be used
- Communicative expectations
- Strategies used by staff (e.g. prompting)

Light & Binger, 2003; Lunger-Berg et al , 2013



Vocabulary Inventories

A tool to collect the vocabulary needed by the user across contexts, partners, and environments.

- Gather vocabulary specific to the literacy activities.
- If a child has a device, incorporate their core language.



Visual Supports

Smart Charts

Word Walls

Adapted Books

Environmental Mini Scripts

Smart Charts

For high tech device users

A visual support that shows
button sequence for
navigating to a specific
vocabulary
word/phrase/sentence

A “cheat sheet”



Word Walls

An organized collection of words & symbols that are prominently displayed within the environment and used to help the individual reference, read, & learn new vocabulary



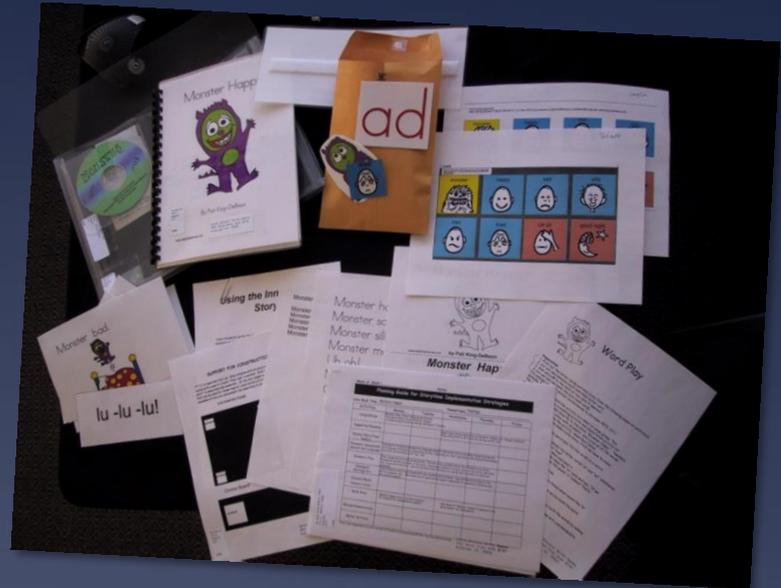
Adapted Books

Provides a visual format for representing all or part of book text.

Single or multiple words are represented using 1 or more symbols.

Symbols are attached (Velcro) on /near pages.

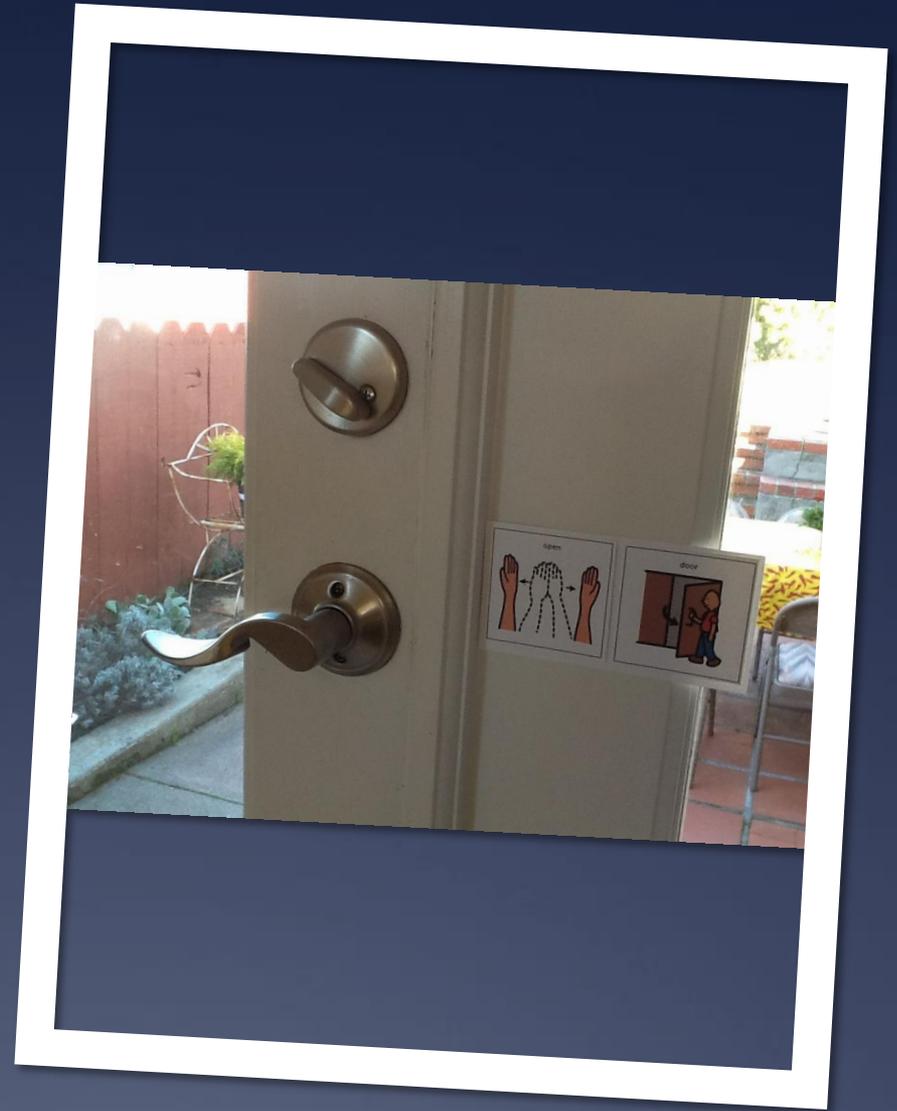
Books can be printed from the computer.



Environmental Mini Scripts

Visual supports posted in the environment to encourage communication participation

Items within the environment are labeled with words as well as symbols (when needed) to facilitate expansion of a student's sight word inventory.



Adapted from VanTatenhove, G. 2009

Referential vs. Descriptive Teaching

Referential

Fringe Vocabulary

Quick responses

Requires intense programming of curricular vocabulary

Learn new vocabulary

Closed Ended Questions

Descriptive

Core Vocabulary

Longer responses & multi-words

Requires knowledge of vocabulary on the device

Use existing vocabulary

Open Ended Questions

The following chart shows the difference in question asking between the referential and descriptive styles of teaching using two different lessons. (Van Tatenhove 2012)

Science: *The Nature of Matter*

REFERENTIAL STYLE	DESCRIPTIVE STYLE
Q: Name 3 states of matter. A: solid, liquid, gas	Q: Describe something when it is a solid. A: Keep shape, hard, hard all the way through
Q: What is the effect of extreme cold on a liquid? A: freezes	Q: What does it mean for something to evaporate? A: change, go from 1 way to another, go away

Social Studies: *Famous Explorers*

REFERENTIAL SYTLE	DESCRIPTIVE STYLE
Q: Who discovered Florida? A: Ponce de Leon	Q: Why did Ponce de Leon get to name Florida? A: get there first, first there, find it
Q: Where did he land? A: St. Augustine, Florida	Q: Why is St. Augustine important? A: where went, where started looking around
Q: What does the legend say he was looking for? A: gold and the fountain of youth	Q: How successful was Ponce de Leon in his search for gold and the fountain of youth? A: not find it, not there

Referential vs. Descriptive Teaching

Referential asks for a set answer the user NAMES – e.g. WHO DISCOVERED AMERICA?

Descriptive style the teacher mentions the context-specific words, then teaches concepts behind the the words using high frequency, re-useable common words – or core words

Aided Language Stimulation

The communication partner uses the communicator's system as he or she communicates verbally with the user

- a modeling strategy used to augment both the input and output of the AAC user
- the “process of providing an aided language model to the student using AAC strategies”



THE “HOUR GLASS” MODEL TEACHING STRATEGIES: Guided ABC & Phonological Awareness Activities

“Phonics instruction is only beneficial when provided alongside opportunities to independently read connected texts. Therefore phonics instruction alone is not a complete reading program, particularly for students beyond the early grades.”

THE “HOUR GLASS” MODEL

TEACHING STRATEGIES: Guided ABC & Phonological Awareness Activities

- * Alphabet toys
 - * Electronic
 - * Puzzles
- * Alphabet books
- * Talking about ABC's
- * Letter play
- * SGD's
 - * Alphabet pages
 - * Phonics pages
 - * Word prediction
- * Sorts
 - * Letters
 - * Words
- * Rhyming activities
- * Songs
- * Multi-Sensory Approached
 - * Zoo Phonics
- * Letter Hunts

AAC & LITERACY IN PRACTICE

Low Tech

Book

4



This is Earth.
Earth is our home.

Communication Board

All Around the Sun

yes    no

spin 	all 	around 	Sun 	Mercury 	Venus 
	hot 	bright 	Earth 	home 	Mars 
	red 	big 	Jupiter 	Saturn 	ice rings 
	windy 		Uranus 	Neptune 	planet 

© 2013 -02 Unique Learning System® Within each category, pictures are listed from left to right in the order in which they appear in the text. Leveled Book, All Around the Sun, Level C

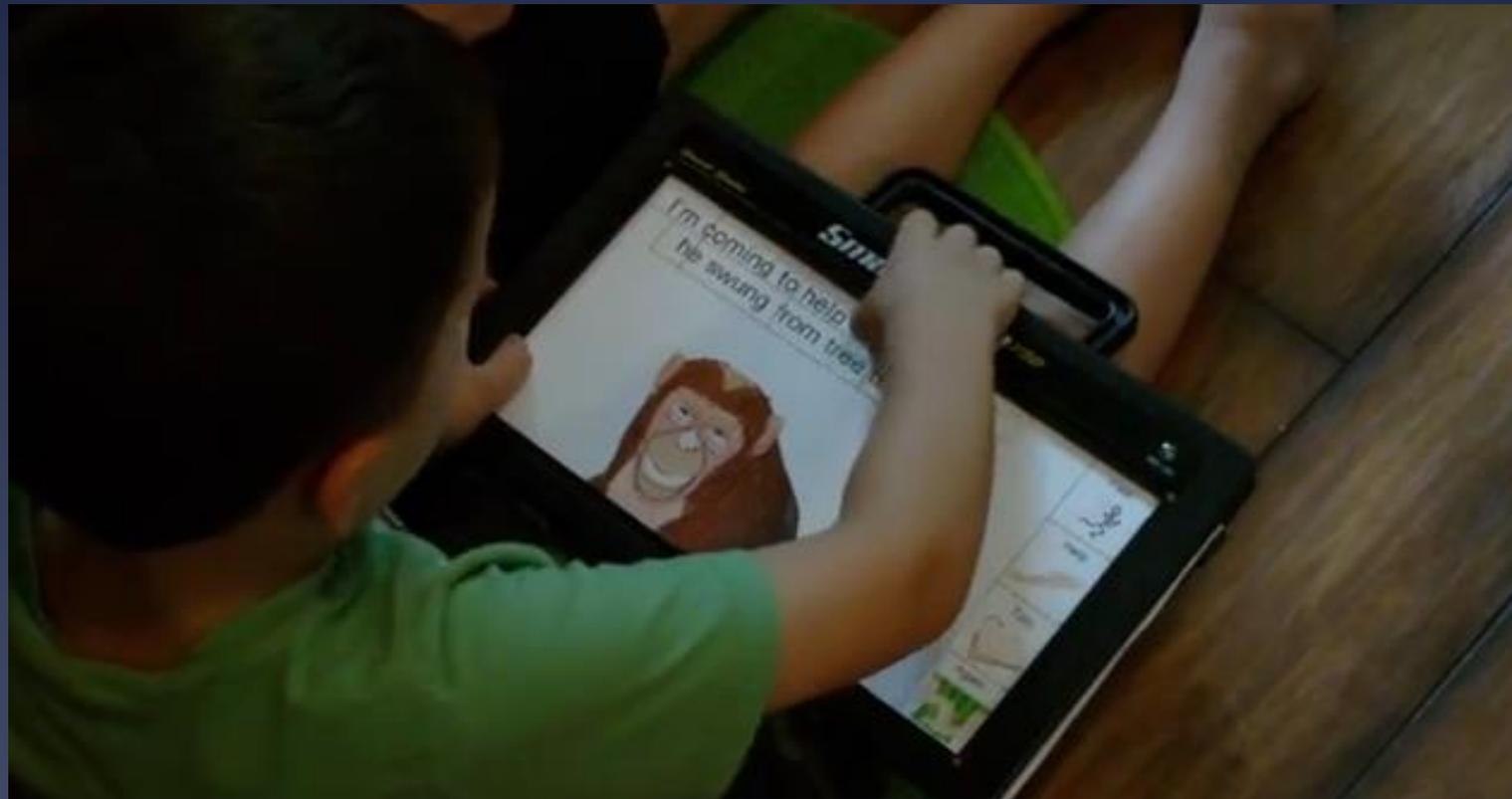
AAC & LITERACY IN PRACTICE

Reading Aloud



AAC & LITERACY IN PRACTICE

Overlays



AAC & LITERACY IN PRACTICE: Aided Language Stimulation



AAC & LITERACY IN PRACTICE: Adapted Books



AAC & LITERACY IN PRACTICE: Adapted Books



AAC & LITERACY IN PRACTICE: The Ideal- TOTAL COMMUNICATION



AAC & LITERACY RESOURCES:

Books

- * *A Reading and Language Intervention (RLI) for Children with Down Syndrome: Teacher's Handbook* by Burgoyne, et al (2012)
 - * A curriculum that was designed to improve the teaching of literacy to students with DS. It was developed and utilized in the UK.
 - * Currently being adapted for U.S. Educational Curriculum
- * *Practically Speaking: Language, Literacy, & Academic Development for Students with AAC Needs* by Gloria Soto and Carole Zangari (2009)
 - * This book aims to address the role of AAC in school settings and offer professionals models and strategies for improving outcomes for children who use AAC in the classroom. The book's goal is to guide SLPs in collaboration with teachers and other service personnel to ensure effective language intervention and academic success.

AAC & LITERACY RESOURCES: Literacy Programs

BOOKSHARE

• <https://www.bookshare.org/>

• An online library of books of all levels made accessible to individuals with disabilities

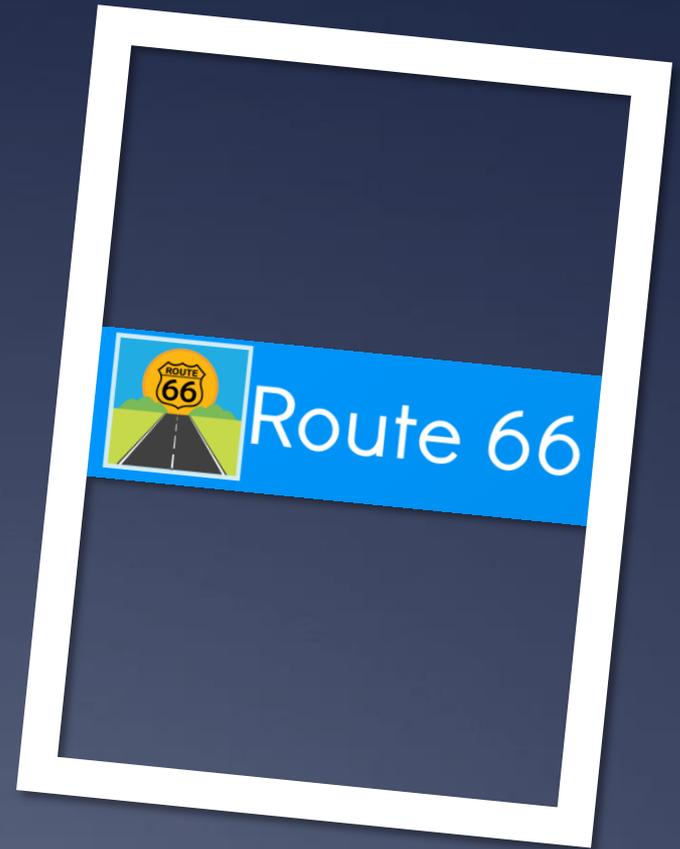
★ Free for school and individuals



AAC & LITERACY RESOURCES: Literacy Programs

ROUTE 66

- <https://www.bookshare.org/>
- An online instructional literacy program for adolescent and adult beginning readers.
- Free for trial/\$140.00 for premium account



AAC & LITERACY RESOURCES: Literacy Programs

UNIQUE LEARNING CURRICUMUM

- <https://www.n2y.com/unique/>
- Unique Learning System is an online, dynamic, standards-based curriculum specifically designed for students with special needs.
- Subscribers download monthly instructional thematic units of study
- 6 grade band/levels available
- \$429.00 for 1 level (bundles available)



AAC & LITERACY RESOURCES: Literacy Programs

NEWS2YOU

- <https://www.n2y.com/unique/>

- Each week, students connect with the world through symbol-supported news articles and dozens of worksheets, games, and activities.

- Subscribers download weekly articles

- 3 levels available

- \$149.00 for 1 level (bundles available)



AAC & LITERACY RESOURCES: Literacy Programs

MEville to WEville

• <http://www.ablenetinc.com/Curriculum/MEville-to-WEville-Literacy>

• MEville to WEville Complete Collection is a literacy program aligned to state, alternate, and Common Core State Standards (CCSS).

• The program was developed for students with significant disabilities who need an appropriate starting place, slower paced lessons, and differentiation specifically designed to meet their unique needs.

• \$1170.00



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