AAC-RERC
SPREAD THE WORD

The AAC-RERC
Webcast Series

Duke University, Temple University,
Penn State University, Children's Hospital at Boston,
University of Nebraska at Lincoln,
Augmentative Communication Inc.,
State University of New York at Buffalo

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Maximizing the Literacy Skills of Individuals Who Require AAC

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3

Literacy skills are critically important for individuals who require AAC

- Education – learning and assessment
- Employment
- Social contact
- Daily living
- Organizational aids
- Internet access
- Self expression
- Communication – increased breadth, generative capacity
- Competence/ self esteem

4

Literacy outcomes for individuals who require AAC

- Currently, the majority of individuals who require AAC do not have functional literacy skills.
- Some individuals who require AAC do develop competencies in reading and writing.
  - A small number have high level literacy skills (Koppenhaver, Evans, & Yoder, 1991)
  - Many demonstrate difficulties with literacy (Kelford Smith, Thurston, Light, Parnes, & O'Keefe, 1989).
  - Many are "underachieving" in literacy skills (Berninger & Gans, 1986).

5

Importance of evidence-based instruction

One of the major factors that has contributed to poor literacy outcomes is the lack of evidence-based instruction adapted to meet the needs of individuals who require AAC

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6

Goals of the webcast

- Share the results of a research study that evaluated the effects of adapted instruction on the literacy skills of individuals who use AAC
  - Describe the literacy instruction
  - Share case examples to illustrate intervention and outcomes
- Multiple baseline across participants
  - 8 participants (3 to 54 years old)

7

How can we better support literacy learning?

- Effective evidence-based instruction is required to enhance literacy skills of individuals who require AAC
  - Appropriate instructional content
  - Appropriate instructional procedures
  - Adaptations to allow active participation of individuals who cannot produce spoken responses

8

Instructional program

- Focuses on the transition to conventional literacy skills (reading and writing)
- Is grounded in literacy research in two areas
  - Literacy instruction for children at risk
    - E.g., The National Reading Panel, 2000
  - Adaptations for individuals who require AAC
    - E.g., Fallon et al., 2004; Millar et al., 2004; Light, McNaughton, et al., 2004

9

Appropriate instructional content

- Read interesting texts to the student
- Build language skills
- Phonological awareness skills
- Letter-sound correspondences
- Early reading skills
  - Decoding skills
  - Shared reading
- Early writing skills

10

Appropriate instructional content

- Read interesting texts to the student
  - Regularly read to the student
  - Choose texts that are interesting
  - Establishes the motivation /meaningfulness of reading
  - Talk about the text with the student
    - Relate the story to the student's experiences
  - Ensure the student has access to AAC
  - Encourage the student's active participation
    - Talking about the story
    - Asking questions
    - Filling in lines
  - Build the student's comprehension
  - Provide repeated readings to build competence

11

Appropriate instructional content

- Build language skills
  - Learning to read and write depends on a foundation of language skills
  - Need to build semantic and syntactic knowledge
    - Develop vocabulary
      - Not just functional vocabulary but also vocabulary used in books
    - Teach syntax and morphology

12

Appropriate instructional content

- Phonological awareness skills
  - Phoneme segmentation
  - Sound blending
- Letter-sound correspondences
- Early reading skills
  - Single word decoding
  - Decoding in context of shared reading
- Early writing skills
  - Dictating /telling stories
  - Writing stories
  - Sound spelling

13

Appropriate instructional procedures

- Instruction is based on principles of effective instruction (Ellis et al., 1994)
  - Provide direct, explicit instruction in basic skills
    - **Model** the skill for the student
    - **Prompt** the student
      - Provide guided practice, helping the student do the skill
    - **Check** the student's performance
      - Provide opportunities for independent practice
      - Provide feedback

14

Appropriate instructional procedures

- Provide scaffolding support initially
  - Gradually fade support as student develops competencies
- Provide repeated opportunities for student to practice skills
  - Ensure active involvement

15

Appropriate instructional procedures

- Incorporate skills into meaningful literacy experiences
  - Use meaningful motivating materials
  - Have fun

16

Adapted instruction for individuals who require AAC

- Adapt procedures to accommodate unique needs of individuals who require AAC
  - Eliminate the need for spoken responses
  - Provide alternative response modes
    - e.g., point to AAC symbols, eye point to symbols, select symbols on SGD
  - Provide scaffolding support for the student
    - e.g., provide oral production/ rehearsal for student, provide access to speech output
  - Provide systematic data collection
    - use error analysis to identify specific difficulties

17

Literacy instruction - First steps

- Teach phonological awareness skills
  - Initial phoneme segmentation
  - Sound blending
- Teach letter-sound correspondences
- Also critical to
  - Read to student regularly
  - Continue to build language skills
    - Vocabulary and syntax

18

Phonological awareness

- An individual's understanding or awareness of the sound structure of language
  - the ability to notice, think about, and manipulate the phonemes of words
    - Torgesen, Wagner, & Rashotte, 1994
- Phonological awareness tasks include:
  - segmenting the sounds of words
  - blending individual sounds to form words
  - rhyming
  - etc.

19

Instruction in segmenting initial sounds

- Goal
  - The student will match a target phoneme presented orally to the correct picture of a word that starts with the target phoneme
- Task
  - Present 4 pictures & label orally
  - Say target phoneme in isolation e.g., /b/
  - Show letter (e.g., b) at the same time
  - Student must point to the picture that starts with the target phoneme

20

Specific instructional techniques

- Introduce task
- Model task for student
- Provide guided practice
  - Complete the task with the student
- Provide independent practice
  - If correct, confirm and provide encouragement
  - If incorrect, implement correction procedure
    - Model the correct answer for the student
    - Prompt the student
    - Re-check
- These instructional procedures are used across all skills

21

Example of instruction in segmenting initial phonemes

- Goal
  - The student will match the phoneme /t/ to the picture of the word that starts with /t/
- Task
  - Present four pictures to the student and label them
    - up, tag, net, pop
  - Say the target phoneme /t/ and show the letter t
  - The student must point to the picture that starts with /t/
    - tag

22

Example of instruction in segmenting initial phonemes

- Goal
  - The student will match the phoneme /t/ to the picture of the word that starts with /t/
- Task
  - Present four pictures to the student and label them
    - up, tag, net, pop
  - Say the target phoneme /t/ and show the letter t
  - The student must point to the picture that starts with /t/
    - tag

23

Example of instruction in segmenting initial phonemes

- Goal
  - The student will match the phoneme /t/ to the picture of the word that starts with /t/
- Task
  - Present four pictures to the student and label them
    - up, tag, net, pop
  - Say the target phoneme /t/ and show the letter t
  - The student must point to the picture that starts with /t/
    - tag

24

Instruction in blending sounds

- Goal
  - The student will blend 3 target phonemes presented orally in sequence (with each phoneme extended 1-2 seconds), determine the target word, and then point to the correct picture of the target word
- Task
  - Present 4 pictures & label orally
  - Say the target word orally with each phoneme extended 1-2 seconds
  - Student must blend the phonemes and point to the picture that starts with the target word

25

Example of instruction in blending sounds

- Goal
  - The student will listen to the phonemes /t o s/ with each phoneme extended 1-2 seconds, blend them to determine the word (toss), and then point to the picture of toss
- Task
  - Present four pictures and label them
    - top, toss, tap, boss
  - Say the phonemes /t o s/ orally with each phoneme extended 1-2 seconds
  - The student must blend the phonemes and point to the picture for toss

26

Example of instruction in blending sounds

- Goal
  - The student will listen to the phonemes /t o s/ with each phoneme extended 1-2 seconds, blend them to determine the word (toss), and then point to the picture of toss
- Task
  - Present four pictures and label them
    - top, toss, tap, boss
  - Say the phonemes /t o s/ orally with each phoneme extended 1-2 seconds
  - The student must blend the phonemes and point to the picture for toss

27

Example of instruction in blending sounds

- Goal
  - The student will listen to the phonemes /t o s/ with each phoneme extended 1-2 seconds, blend them to determine the word (toss), and then point to the picture of toss
- Task
  - Present four pictures and label them
    - top, toss, tap, boss
  - Say the phonemes /t o s/ orally with each phoneme extended 1-2 seconds
  - The student must blend the phonemes and point to the picture for toss

28

Letter-sound correspondences

- An individual's understanding of
  - The sounds that correspond to specific letters
  - The letters that correspond to specific sounds
- Involves
  - phonological processing and
  - orthographic processing

29

Instruction in letter-sound correspondences

- Goal
  - The student will match a target phoneme presented orally to the correct letter
- Task
  - Present 4 letters
  - Say the target phoneme e.g., /b/
  - Student must point to the letter that goes with the target phoneme

30

Example of instruction in letter-sound correspondences

- Goal
  - The student will match the phoneme /t/ (or /a/ or /s/) to the letter t (or a or s)
- Task
  - Present four letters to the student
  - Say the target phoneme /t/
  - The student must point to the letter t

Example of instruction in letter-sound correspondences

- Goal
  - The student will match the phoneme /t/ (or /a/ or /s/) to the letter t (or a or s)
- Task
  - Present four letters to the student
  - Say the target phoneme /t/
  - The student must point to the letter t

Example of instruction in letter-sound correspondences

- Goal
  - The student will match the phoneme /t/ (or /a/ or /s/) to the letter t (or a or s)
- Task
  - Present four letters to the student
  - Say the target phoneme /t/
  - The student must point to the letter t

Progression of instruction

- Teach lower case letters first
  - Most words use lower case letters
- Teach letters that are used most frequently first
- Teach letters that are dissimilar first
  - a m t s i f d r o g l h u c b n k v e w j p y (Carnine et al. 1997)
- Teach short vowels before long vowels
- Teach blends once most single letter-sound correspondences are mastered

Progression of instruction (continued)

- Introduce letters incrementally
  - As student masters a letter, introduce a new one
  - Provide regular review of known letters
- Select foils carefully
  - Start with a small number of foils that are dissimilar
    - E.g., b, m
  - Once successful, include more foils and ones that require finer visual and auditory discriminations
    - E.g., b d
- As student develops competence, may choose letter from keyboard (adapted to meet needs)

Literacy instruction – Next steps

- Once student
  - Is competent with sound blending
  - Knows approximately 6-7 letter-sound correspondences
- Teach single word decoding
  - Requires integration of
    - knowledge of letter-sound correspondences and
    - skills in sound blending
- Provide opportunities to use single word decoding skills in meaningful contexts
  - Shared reading activities

Literacy instruction – Next steps

- Continue to teach letter- sound correspondences
  - As student learns new letter-sound correspondences, include new words for decoding that use the new letter and old letters in combination
- Continue to practice phonological awareness skills
  - Build automaticity
- Continue to read to the student and build language skills

37

Instruction in reading single words

- Goal
  - The student will decode / read a single word presented in writing and match the word to the correct picture
- Task
  - Present 4 pictures
  - Present the target written word
  - Student must read the word and point to the picture of the target word

38

Error analysis

- Select foils carefully to allow systematic error analysis
  - One picture is target word (e.g., map)
  - One foil is an initial sound substitution (e.g., nap)
  - One foil is a medial vowel substitution (e.g., mop)
  - One foil is a final sound substitution (e.g., mat)

39

Error analysis

- Pattern of errors may identify areas for additional instruction. For example:
  - Difficulty with initial sounds
  - Difficulty with medial sounds
  - Difficulty with final sounds
  - Difficulty with vowels

40

Example of instruction in reading words

- Goal
  - The student will decode the written word *pet* and point to the picture of the pet
- Task
  - Present 4 pictures
    - pen, pat, pet, net
  - Present the written word *pet*
  - The student must read the word and point to the picture of the pet

41

Example of instruction in reading words

- Goal
  - The student will decode the written word *pet* and point to the picture of the pet
- Task
  - Present 4 pictures
    - pen, pat, pet, net
  - Present the written word *pet*
  - The student must read the word and point to the picture of the pet

42

Example of instruction in reading words

- Goal
  - The student will decode the written word *pan* and point to the picture of the pan
- Task
  - Present 4 pictures
    - tan, pan, pin, pal
  - Present the written word *pan*
  - The student must read the word and point to the picture of the pan

43

Reading words in context
Shared reading of books

- Provide opportunities for students to use their decoding skills during shared reading
  - Highlight target words in the book for the student
    - Hooray for **pig** (target cvc word)
  - Read sentence out loud & track words with finger; pause at the highlighted target word
    - "Hooray for (pause)"
  - Student must decode highlighted target word and then select the picture of the target word from the communication display or SGD

44

Example of shared reading

- Goal
  - The student will use his decoding skills to read written words during shared reading
- Task
  - Highlight the target word in the book
    - I steal the **ball**
  - Read the sentence out loud tracking words with finger; pause at the target word
    - I steal the (pause)
  - Student must read the word and point to the picture of ball

45

Example of shared reading

- Goal
  - The student will use his decoding skills to read written words during shared reading
- Task
  - Highlight the target word in the book
    - I steal the **ball**
  - Read the sentence out loud tracking words with finger; pause at the target word
    - I steal the (pause)
  - Student must read the word and point to the picture of ball

46

Example of shared reading

- Goal
  - The student will use his decoding skills to read written words during shared reading
- Task
  - Highlight the target word in the book
    - Hooray for **pig**
  - Read the sentence out loud tracking words with finger; pause at the target word
    - Hooray for (pause)
  - Student must read the word and point to the picture of pig

47

Instruction – Next steps

- Teach single word decoding
- Integrate decoding skills into shared reading contexts
  - Instructor reads book
  - Student decodes target words in book
- Continue to review /build automaticity
  - Phonological awareness skills
  - Letter-sound correspondences
- Continue to read & build language skills to ensure comprehension
  - Semantic and syntactic knowledge
- Use written language to build spoken language
  - Encourage speech production

48

8

Example of instruction in reading words

- Goal
  - The student will decode the written word *bed* and point to the picture of the bed
- Task
  - Present 4 pictures
    - red, beg, mad, bed
  - Present the written word *bed*
  - The student must read the word and point to the picture of the bed

49

Example of instruction in reading words

- Goal
  - The student will decode the written word *bed* and point to the picture of the bed
- Task
  - Present 4 pictures
    - red, beg, mad, bed
  - Present the written word *bed*
  - The student must read the word and point to the picture of the bed

50

Example of instruction in reading words

- Goal
  - The student will decode the written word *bed* and point to the picture of the bed
- Task
  - Present 4 pictures
    - red, beg, mad, bed
  - Present the written word *bed*
  - The student must read the word and point to the picture of the bed

51

Transition to book reading

- Important to infuse new decoding skills into meaningful reading experiences
- E.g.,
  - Reading *I Spy* books
  - Shared reading of books

52

Reading *I Spy* books

- Goal
  - The student will decode a single cvc word presented in writing and match the word to the correct picture in an *I Spy* book
- Task
  - Present the written phrase, ending with the target word
    - I spy a _____ (target cvc word)
  - Read out loud "I spy a (pause)"
  - Student must read target word and then point to the picture of the target word from the array of pictures in the *I Spy* book

53

Example of reading *I Spy* books

- Goal
  - The student will decode the word *pin* and point to the picture of a pin in an *I Spy* book
- Task
  - Highlight the target word in the book
    - I spy a **pin**
  - Read the sentence out loud tracking words with finger; pause at the target word
    - I spy a (pause)
  - Student must read the word and point to the picture of pin

54

Example of reading
I Spy books

- Goal
  - The student will decode the word *pin* and point to the picture of a pin in an *I Spy* book
- Task
  - Highlight the target word in the book
    - I spy a **pin**
  - Read the sentence out loud tracking words with finger; pause at the target word
    - I spy a (pause)
  - Student must read the word and point to the picture of pin

55

Example of reading
I Spy books

- Goal
  - The student will decode the word *man* and point to the picture of a man in an *I Spy* book
- Task
  - Highlight the target word in the book
    - I spy a **man**
  - Read the sentence out loud tracking words with finger; pause at the target word
    - I spy a (pause)
  - Student must read the word and point to the picture of man

56

Example of instruction in reading words

- Goal
  - The student will decode the written word *hum* and point to the picture of hum
- Task
  - Present 4 pictures
    - ham, hum, hug, yum
  - Present the written word *hum*
  - The student must read the word and point to the picture of hum

57

Example of instruction in reading words

- Goal
  - The student will decode the written word *hum* and point to the picture of hum
- Task
  - Present 4 pictures
    - ham, hum, hug, yum
  - Present the written word *hum*
  - The student must read the word and point to the picture of hum

58

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  - The student will decode the written word *hum* and point to the picture of hum
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  - Present 4 pictures
    - ham, hum, hug, yum
  - Present the written word *hum*
  - The student must read the word and point to the picture of hum

59

Shared reading of story books

- Goal
  - The student will decode single cvc words presented in the context of a story and will say the word or match the word to the correct picture on a communication board or SGD
- Materials
  - Simple books of interest to student
  - Highlight cvc words that student can read
  - Adapt text as required to include additional cvc words

60

Shared reading of story books

- Task
  - Introduce the book to the student
  - Present the written text with target words highlighted for the student
  - Read sentence out loud and track words with finger; pause at the highlighted target word
  - Student must decode highlighted target word and then say the word or select the picture of the target word from AAC system

61

Example of shared reading of story books

- Goal
  - The student will use his decoding skills to read written words during shared reading
- Task
  - Highlight the target words in the book
    - Can baby bear sit on daddy's **lap** ?
    - Oh no, daddy bear **fell** !
    - Will he get **wet** ?
  - Read the sentence out loud tracking words with finger; pause at the target word
    - E.g., Oh no, daddy bear (pause)
  - Student must read the word

62

Example of shared reading of story books

- Goal
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  - Highlight the target words in the book
    - Can baby bear sit on daddy's **lap** ?
    - Oh no, daddy bear **fell** !
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  - Read the sentence out loud tracking words with finger; pause at the target word
    - E.g., Oh no, daddy bear (pause)
  - Student must read the word

63

Adapting instruction to meet complex needs

- Utilize highly motivating materials
- Provide large print
  - Accommodate vision
- Adapt instruction in letter sound correspondences
  - Modify sequence of letter-sounds to accommodate hearing loss
  - Provide visual cues initially - fingerspelling
- Incorporate instruction in sight words also
  - Provide access to reading as soon as possible
- Use written words & sign to augment input

64

Example of instruction in reading words

- Goal
  - The student will read written words and then match them to the correct picture
- Task
  - Present 6-8 pictures /AAC symbols
  - Present written words one at a time
    - E.g., dog, cat, mom
  - The student must read the word and match it with the correct picture

65

Example of instruction in reading words

- Goal
  - The student will read written words and then match them to the correct picture
- Task
  - Present 6-8 pictures /AAC symbols
  - Present written words one at a time
    - E.g., dog, cat, mom
  - The student must read the word and match it with the correct picture

66

Example of instruction in reading words

■ Goal
  – The student will read written words and then match them to the correct picture
■ Task
  – Present 6-8 pictures /AAC symbols
  – Present written words one at a time
    ■ E.g., dog, cat, mom
  – The student must read the word and match it with the correct picture

67

Example of shared reading using personalized stories

■ Goal
  – The student will use her decoding skills to read written words during shared reading of stories about her experiences
■ Task
  – Develop short stories using photographs of the student's experiences
  – Highlight target words in the book
    ■ E.g., dad, ball, mom, me, on
  – Read the sentence out loud tracking words with finger; pause at the target words
  – Student reads the word & signs

68

Example of shared reading using personalized stories

■ Goal
  – The student will use her decoding skills to read written words during shared reading of stories about her experiences
■ Task
  – Develop short stories using photographs of the student's experiences
  – Highlight target words in the book
    ■ E.g., dad, ball, mom, me, on
  – Read the sentence out loud tracking words with finger; pause at the target words
  – Student reads the word & signs

69

Writing instruction

■ Literacy instruction should focus on
  – Reading
  – Writing
■ Writing is often neglected
■ The development of writing skills relies on integration of
  – World knowledge
  – Language skills
    ■ Knowledge of vocabulary / syntax
    ■ Narrative skills
  – Phonological awareness skills
    ■ Phoneme segmentation skills
  – Knowledge of letter-sound correspondences
  – Access to writing tools

70

Literacy instruction
First steps

■ Read, read, read!!
■ Build language skills
  – Vocabulary
  – Syntax/ morphology
■ Teach phonological awareness skills
  – Sound blending
  – Phoneme segmentation
■ Teach letter sound correspondences

71

Writing instruction

■ Engage student in interesting experiences
  – Build world knowledge
  – Ensure student has something to write about
■ Provide opportunities to engage in meaningful writing activities
  – Telling stories to adults
  – Patterned story telling
  – Writer's workshop
  – Publishing books
    ■ Use the books for reading activities
    ■ Share books with others

72

Ensure access to writing tools

- Ensure access to writing materials
  - May require adaptations
- Ensure access to letters and sounds
  - AAC systems
  - Output should be phonemes not letter names
- Provide access to word banks

73

Writing instruction – First steps
Patterned story writing

- Read familiar stories with repeated pattern
  - E.g., Brown Bear, Brown Bear
- Build new story with student following familiar pattern
  - Model writing for the student
  - Provide slots for the student to "write"
    - maximal scaffolding support
  - Allow the student to choose content
  - Publish the story
    - Scan the story into the student's AAC system
  - Provide opportunities for repeated readings

74

Example of
patterned story writing

- Read the book *Brown Bear Brown Bear* with the child
- Have the student build a new story following the pattern of *Brown Bear*
  - Model writing the first line of the story
  - Encourage the child to use AAC to choose the next animal
    - E.g., zebra
  - Encourage the child to use AAC to choose the color
    - E.g., pink zebra
  - Continue until the child finishes "writing" the story
  - Publish the story and provide opportunities for repeated readings

75

Example of
patterned story writing

- Read the book *Brown Bear Brown Bear* with the child
- Have the student build a new story following the pattern of *Brown Bear*
  - Model writing the first line of the story
  - Encourage the child to use AAC to choose the next animal
    - E.g., zebra
  - Encourage the child to use AAC to choose the color
    - E.g., pink zebra
  - Continue until the child finishes "writing" the story
  - Publish the story and provide opportunities for repeated readings

76

Writing instruction – Next steps
Writing with familiar story schema

- Read familiar story books
  - E.g., PJ Funny Bunny
- Build new story with student following the familiar story schema
  - Model writing for the student
  - Provide scaffolding support for story writing
    - Student has opportunity to develop parts of the story
  - Allow the student to choose content
  - Publish the story
    - Scan the story into the student's AAC system
  - Provide opportunities for repeated readings

77

Example of writing using familiar story schema

- Read the book *PJ Funny Bunny* with the child
- Have the student build a new story following the story schema of *PJ Funny Bunny*
  - Model writing the first line of the story
  - Encourage the child to use AAC to decide what animal PJ goes to live with
    - E.g., horse
  - Encourage the child to use AAC to explain why PJ does not like the horses
    - E.g., They were too fast
  - Continue until the child finishes "writing" the story
  - Publish the story and provide opportunities for repeated readings

78

Example of writing using familiar story schema

- Read the book *PJ Funny Bunny* with the child
- Have the student build a new story following the story schema of *PJ Funny Bunny*
  - Model writing the first line of the story
  - Encourage the child to use AAC to decide what animal PJ goes to live with
    - E.g., horse
  - Encourage the child to use AAC to explain why PJ does not like the horses
    - E.g., They were too fast
  - Continue until the child finishes "writing" the story
  - Publish the story and provide opportunities for repeated readings

79

Example of writing using familiar story schema

- Read the book *PJ Funny Bunny* with the child
- Have the student build a new story following the story schema of *PJ Funny Bunny*
  - Model writing the first line of the story
  - Encourage the child to use AAC to decide what animal PJ goes to live with
    - E.g., horse
  - Encourage the child to use AAC to explain why PJ does not like the horses
    - E.g., They were too fast
  - Continue until the child finishes "writing" the story
  - Publish the story and provide opportunities for repeated readings

80

Writing instruction – Next steps Expand writing experiences

- Use photos, student experiences, pictures as prompts
- Encourage student to write stories
  - Model writing process for student
  - Encourage student to write using letters and sounds
    - Accept sound spelling
  - Provide word bank for student
    - Relevant sight words, difficult words
  - Provide opportunities to revise
  - Publish the story
    - Scan the story into the student's AAC system
  - Provide opportunities for repeated readings

81

Example of expanding writing experiences

- Use pictures of a witch as a story prompt at Halloween
- Have the student write a story
  - Model writing the first line of the story using an alphabet board
  - Encourage the student to write using letters and sounds
    - Accept sound spellings
  - Provide a word bank for the child
    - E.g., witch
  - Publish the story and provide opportunities for repeated readings

82

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- Use pictures of a witch as a story prompt at Halloween
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83

Baseline prior to instruction

- Recognizes her name in print
- Knows many letter sound correspondences
  - Most consonants
  - Difficulty with short vowels
- Phonological awareness skills
  - 45% accuracy with initial phoneme segmentation tasks
  - 75% accuracy with sound blending tasks
- Does not decode words

84

Example of instruction in reading words

- Goal
  - The student will decode the written word *cap* and point to the picture of cap
- Task
  - Present 4 pictures
    - nap, cup, cat, cap
  - Present the written word *cap*
  - The student must read the word and point to the picture of cap

85

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86

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87

Example of shared reading of story books

- Goal
  - The student will use her decoding skills to read written words during shared reading
- Task
  - Highlight the target words in the book
    - The **Cat Sat** on the **Mat**
  - Read the sentence out loud tracking words with finger; pause at the target word
  - Student must read the word

88

Example of shared reading of story books

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  - The student will use her decoding skills to read written words during shared reading
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    - The **Cat Sat** on the **Mat**
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  - Student must read the word

89

Research to practice

- Students who require AAC can acquire literacy skills when provided with effective instruction to teach
  - Phonological awareness skills
  - Letter sound correspondences
  - Decoding skills
  - Shared reading activities
  - Writing skills
- Research is available to guide in planning & implementing literacy instruction

90

The Art and Science of Literacy Intervention

■

■ The science
– Implementation of evidence-based instructional procedures
– Monitoring effectiveness
– Evaluating results

91

The art

■ The art
– the belief and the commitment to the right of all individuals to express themselves fully and seek their full potential

92

The commitment to literacy intervention

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93

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– "They said I'd never learn to read."
– "Well, you just proved them wrong!"

94

The commitment to literacy intervention

■ The belief and the commitment to the right of all individuals to express themselves fully and seek their full potential
– "They said I'd never learn to read."
– "Well, you just proved them wrong!"

95

Teaching literacy skills is the single most empowering thing that we can do for individuals who require AAC
(Lindsay, 1990)

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96

www.aac-rerc.org

NiDRR

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97

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99

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100