INCORPORATING AAC INTO LITERACY INSTRUCTION

A focus on reading....

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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
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

Pierce, 2005
THE “HOUR GLASS” MODEL OUTCOMES

- Comprehension
- Fluency
- Vocabulary
- Phonics
  - Phonemic Awareness

Pierce, 2005
THE “HOUR GLASS” MODEL
OUTCOMES: Comprehension

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

Pierce, 2005; http://www.merriam-webster.com
THE “HOUR GLASS” MODEL
OUTCOMES: Fluency

* The ability to speak easily and smoothly

Pierce, 2005; http://www.merriam-webster.com
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

Pierce, 2005; http://www.merriam-webster.com
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

Pierce, 2005; http://www.merriam-webster.com
THE “HOUR GLASS” MODEL
TEACHING STRATEGIES

Pierce, 2005
“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
THE “HOUR GLASS” MODEL
TEACHING STRATEGIES: Family Involvement

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

Pierce, 2005
# THE “HOUR GLASS” MODEL

TEACHING STRATEGIES: Ongoing Assessment

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Observation</td>
<td>* Kids don’t perform for us</td>
</tr>
<tr>
<td>* Work Samples</td>
<td>* The setting should be as naturalistic as possible</td>
</tr>
<tr>
<td>* Data Collection</td>
<td>* There are good and bad days</td>
</tr>
<tr>
<td>* Formal Assessment</td>
<td></td>
</tr>
<tr>
<td>* Diagnostic Intervention</td>
<td>* 100% mastery is not what we are looking for</td>
</tr>
</tbody>
</table>

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

Pierce, 2005
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

Pierce, 2005
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

<table>
<thead>
<tr>
<th>Activity/Time</th>
<th>Equipment/Tools</th>
<th>What Student Does</th>
<th>How Staff Facilitates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival and Free Play 8:45-9:20</td>
<td>Free Play Activities</td>
<td>Upon arrival Ann will wave hello to classroom staff and peers. Ann will use the choice boards to choose a free play activity and comment on the activity.</td>
<td>Classroom staff will wave and say hello to Ann. They will wave hello to her to model waving. 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.</td>
</tr>
</tbody>
</table>
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”

Lunger-Berg et al, 2013
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

<table>
<thead>
<tr>
<th>Referential</th>
<th>Descriptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fringe Vocabulary</td>
<td>Core Vocabulary</td>
</tr>
<tr>
<td>Quick responses</td>
<td>Longer responses &amp; multi-words</td>
</tr>
<tr>
<td>Requires intense programming of curricular vocabulary</td>
<td>Requires knowledge of vocabulary on the device</td>
</tr>
<tr>
<td>Learn new vocabulary</td>
<td>Use existing vocabulary</td>
</tr>
<tr>
<td>Closed Ended Questions</td>
<td>Open Ended Questions</td>
</tr>
</tbody>
</table>

VanTatenhove, G., December 2012
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

VanTatenhove, G., December 2012
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”

Goosens’, Crain, & Elder, 1992
“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
This is Earth. Earth is our home.
AAC & LITERACY IN PRACTICE
Reading Aloud

Pierce, 2005
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 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

  * 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/](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 CURRICULUM

- [https://www.n2y.com/unique/](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/](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](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
References


Lunger-Berg et al. 2013, RAST. www.rastresources.com

Pierce, Patsy, Ph.D. (Severe2005). *Literacy and Students with Severe Disabilities: The Time is Now*. Center for Literacy and Disability Studies. www.med.unc.edu/ans/clds


http://www.nifl.gov/nifl/pfr.html