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Reading to Learn

Communication Development through Literacy Experiences

Jane Farrall
Carole Zangari

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Why Combine Emergent Literacy & AAC?

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Priority AAC Goals

- For children with early communication skills
  - Affirmation
  - Choice-making
  - Initiation
  - Core words

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Who wants a turn? Do you want to hold it? Who wants to try? Are you ready? Do you like that? Do you agree? Should we slow down? Is that a good idea? Can we do that? Is it okay with you? Do you think Evan did a good job? Is she funny? Should we keep going? Can we move on? Should I give Shawn one? Is that enough? Are you sharing? Am I right? Is Ms. Marie the prettiest? Etc.

Affirmation

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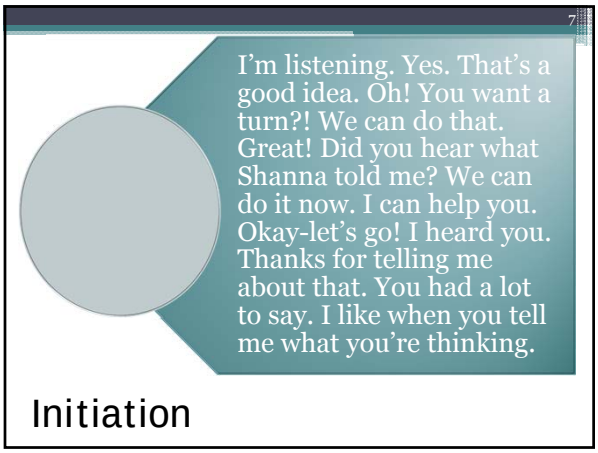
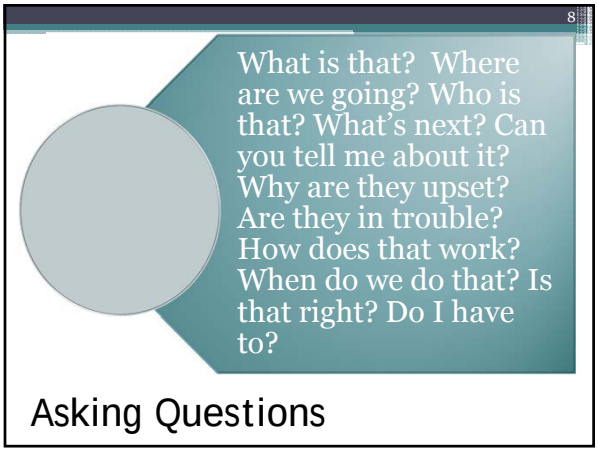
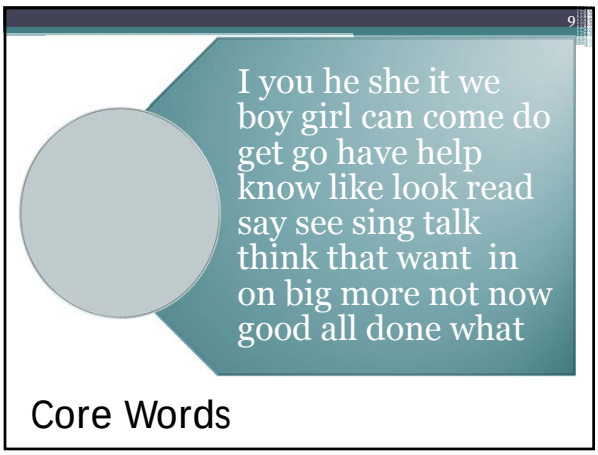
Pick a letter. Who should hold it? What do you want to read? What should we do next? Tell me. Which one? Where should we go? How many? Pick one to write with. Who would you like to sit with? Where should we read?

Making Choices


7
I'm listening. Yes. That's a good idea. Oh! You want a turn?! We can do that. Great! Did you hear what Shanna told me? We can do it now. I can help you. Okay-let's go! I heard you. Thanks for telling me about that. You had a lot to say. I like when you tell me what you're thinking.
Initiation


8
What is that? Where are we going? Who is that? What's next? Can you tell me about it? Why are they upset? Are they in trouble? How does that work? When do we do that? Is that right? Do I have to?
Asking Questions


9
I you he she it we boy girl can come do get go have help know like look read say see sing talk think that want in on big more not now good all done what
Core Words

Book Talk
Story Song
Look and Guess
Read our book
Letter hunt
Letter song

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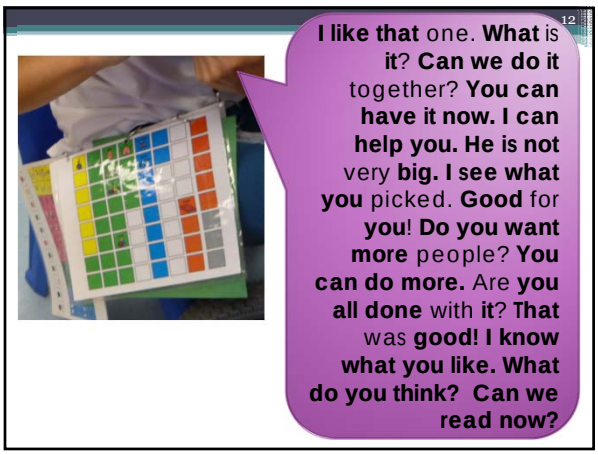
Book Talk


12
I like that one. What is it? Can we do it together? You can have it now. I can help you. He is not very big. I see what you picked. Good for you! Do you want more people? You can do more. Are you all done with it? That was good! I know what you like. What do you think? Can we read now?

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Let's read to...

- See what happened to the boy
- Find out where he went
- Talk about how he was feeling

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Let's look for this letter.

- Affirmation
- Choice making
- Initiation
- Core words

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Let's write about what we did.

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Shared Reading

- Shared reading is a collaborative learning activity, based on research by Don Holdaway (1979), that emulates and builds from the child's experience with bedtime stories (Parkes, 2000)
- Can be done individually or in small groups
- Books can (and should) be read repeatedly

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Shared Reading

- Rich, interaction with emergent readers over books to promote language development and concepts about print
- Use a framework, such as CAR, during shared reading

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Shared Reading

- In the beginning we need to teach students how we interact around books
- We get them interested and involved
- We model, model, model
- And THEY learn how to do it ☺

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Comment, Ask, Respond (CAR)

- The CAR strategy (Notari-Syverson, Maddox, and Cole, 1999) encourages adults to support students during shared reading by 'following the car'.

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CAR

- **C**omment on what the student is doing e.g. "Oooh, a dog" (then wait 5 seconds)
- **A**sk a question e.g. "Do you like the dog?" (then wait 5 seconds)
- **R**espond by adding more e.g. "I like the dog. He looks very friendly".

http://www.walearning.com/products/language-is-the-key/car-strategies/

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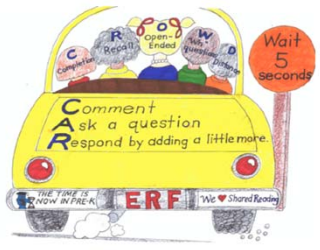
Put the CROWD in the CAR



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CROWD

- Completion
- Recall
- Open Ended
- Wh- Questions
- Distancing

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Completion

- Leave a blank at the end of the sentence and the learner fills it in
- This is typically used in books with rhyme or books with repetitive phrases
- Example “But he was still ……” letting the child fill in the blank with the word “hungry”
- Completion questions help learners being to understand the structure of language in books

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Recall

- Questions about what happened in a portion of the book that has just been read
- Example “tell me what the truck did.”

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Open-Ended

- Questions that do not have specifically right/wrong answers
- Usually focus on the pictures in books
- E.g. “Tell me what’s happening in this picture.”

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Wh- Questions

- Questions that begin with what, where, when, why and how
- Typically focus on the pictures in books
- Example, “what does the man have?”

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Distancing

- Questions that relate what is in the book to experiences outside the book
- Form a bridge between books and the real world
- E.g. “You saw animals when we went to the farm. What animals did you see at the farm?”

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Shared reading

- Appropriate at any stage for a student who is emergent

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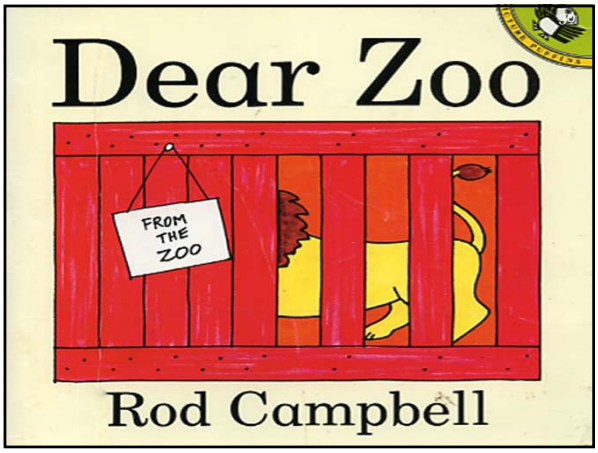
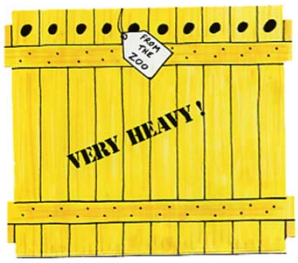
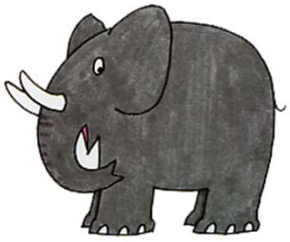
Shared reading with Chris



I wrote to the zoo
to send me a pet.
They sent me an . . .

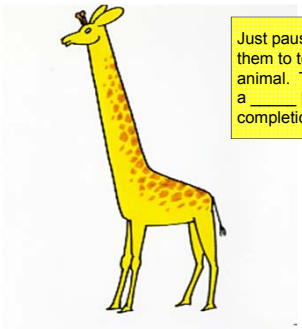




He was too big!
I sent him back.

So they sent me a . . .

The animals in this story are all from the zoo. What animals have you seen at the zoo? [Distancing]

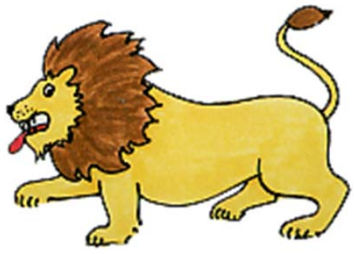


Just pause and get them to tell you the animal. They sent me a _____ [sentence completion]

He was too tall!
I sent him back.

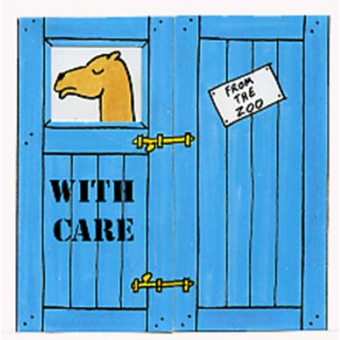
So they sent me a . . .

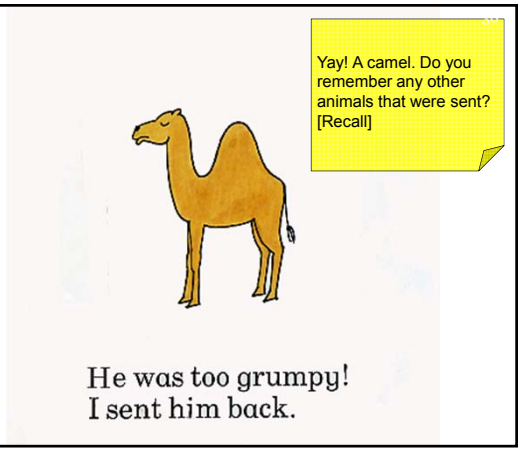
What animal do you think it might be? [WH Question / Prediction]



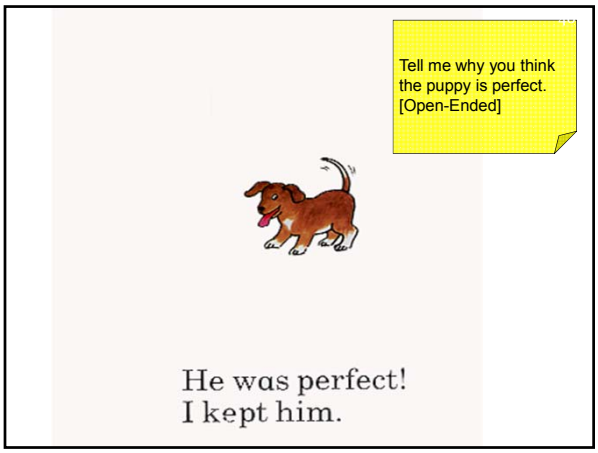
He was too fierce!
I sent him back.

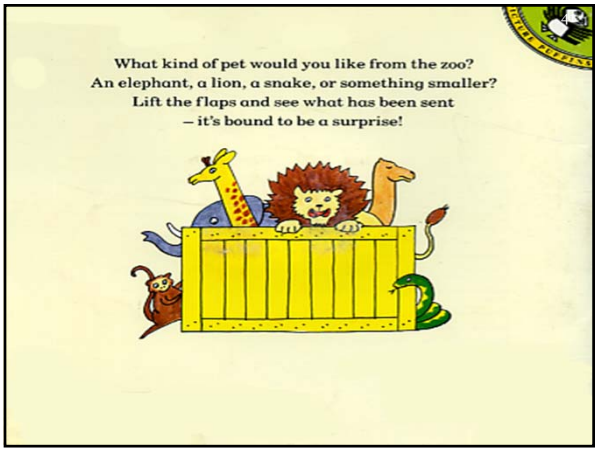
So they sent me a . . .

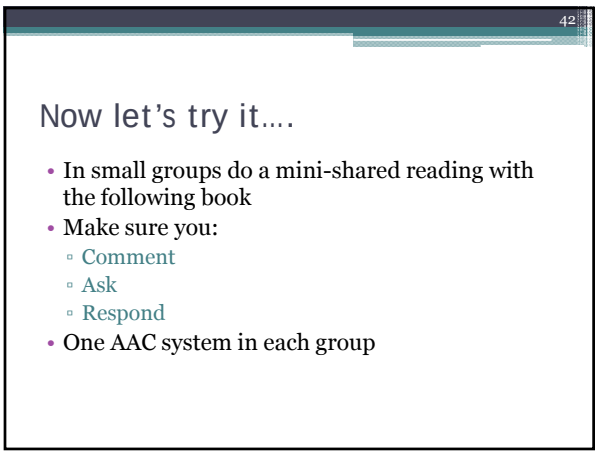




So they thought very hard, and sent me a . . .


Tell me why you think the puppy is perfect. [Open-Ended]
He was perfect!
I kept him.


What kind of pet would you like from the zoo?
An elephant, a lion, a snake, or something smaller?
Lift the flaps and see what has been sent
– it's bound to be a surprise!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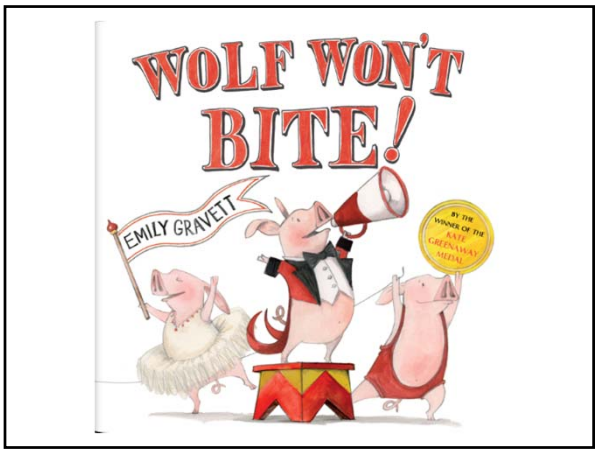
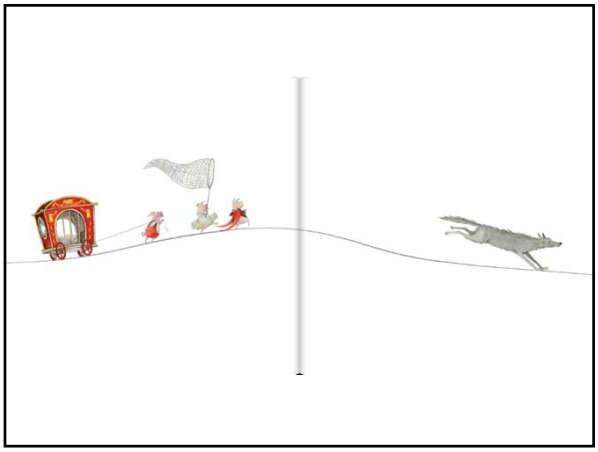
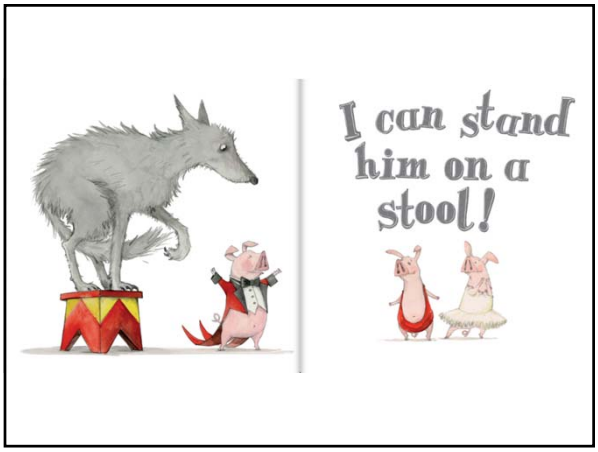
Now let's try it….
• In small groups do a mini-shared reading with the following book
• Make sure you:
▫ Comment
▫ Ask
▫ Respond
• One AAC system in each group


WOLF WON'T BITE!
EMILY GRAVETT
BY THE WINNER OF THE KATE GREENAWAY MEDAL



For Maureen and John
THREE PIGS PROUDLY PRESENT
WOLF WON'T BITE!
EMILY GRAVETT &

ROLL UP!
ROLL UP!
ROLL UP!
We have caught a WILD WOLF!


I can stand him on a stool!

I can dress him in a bow...

I can ride him like a horse but
WOLF WON'T BITE!

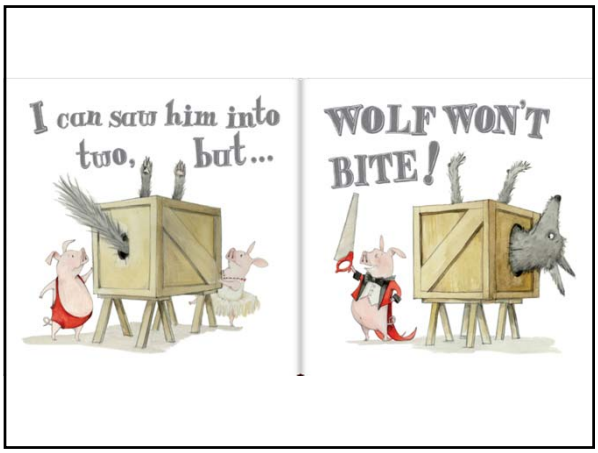
I can make him jump
through hoops!

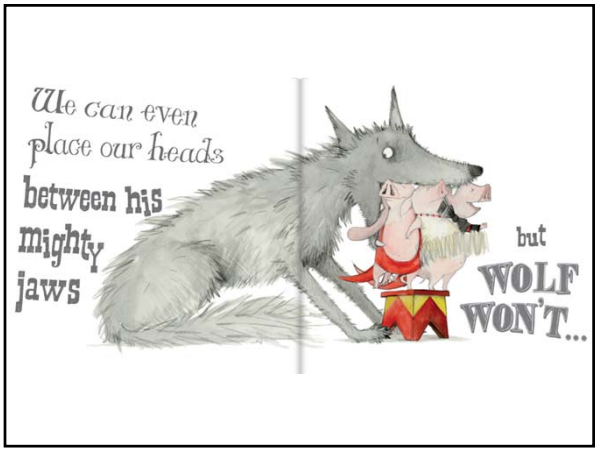
I can lift him off the ground!

I can make him dance a jig but...
WOLF WON'T BITE!

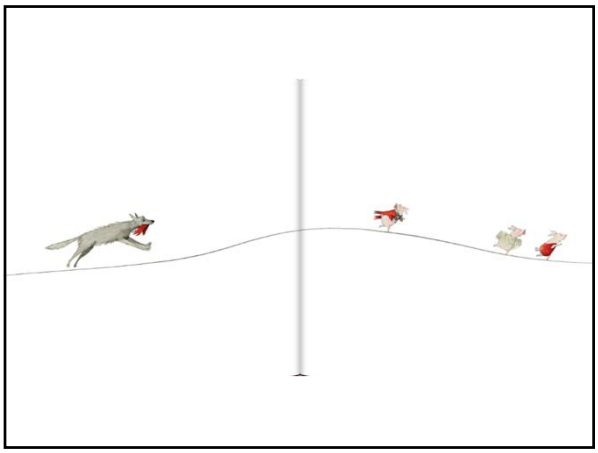
I can miss him EVERY time!

I can shoot him through the air!


I can saw him into two, but...
WOLF WON'T BITE!


We can even place our heads between his mighty jaws
but WOLF WON'T...

BITE!



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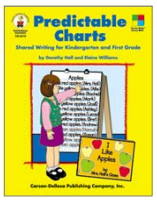
Shared Writing: Predictable Charts

- Interactive group writing experience based on the Structured Language Experience Approach (Cunningham)
- Used extensively in general education (e.g., Hall & Williams)
- Adults and children compose text together.



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Predictable Chart

- Adult chooses a topic & creates a sentence stem.
  - My favorite snack is ___.
  - I feel happy when ____.
  - At the beach, I like to ___.
- Using the predictable structure, children learn:
  - That they can dictate their sentences.
  - That they can read their sentences.
  - A lot about letters, words, and conventions of print.

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Beginning Communicators

Dictate responses using:

- Choice boards made specifically for the activity
- Personal SGDs
- Shared classroom communication devices
- Communication boards, books, eye gaze boards

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Predictable Chart Writing

- Create the chart **collaboratively**
  - Adult writes a sentence stem & speaks while writing
  - Learner dictates a response to complete the sentence
    - Adult writes it down (along with child's name)
- Re-read the chart
  - Point to particular words, look for certain words or letters
  - Recognize own work & read it back

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Predictable Chart Writing

- Write each sentence on a strip and cut each one apart into words.
  - If they can't cut, we track the sentence and have the student stop us when we get to the space b/w words.
    - Teaches the concept of 'a word.'
  - If they cut wrong, teach.
    - Go back to the chart and count words.
    - Match the cut-out words with the ones on the chart.

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Predictable Chart Writing

- Create a book from the chart.
  - Paper-based or electronic

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Who wants a turn? Do you want to hold it? Who wants to try? Are you ready? Do you like that? Do you agree? Should we slow down? Is that a good idea? Can we do that? Is it okay with you? Do you think Evan did a good job? Is that enough? Am I right?

Affirmation

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What do you like to read? What's your favorite? Who should be next? Where do you like to go? What should David do? What should we write?

Making Choices

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I you he she it we boy girl can come do get go have help know like look read say see sing talk think that want in on big more not now good all done what

Core Words

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Now let's try it….

- In small groups, do a mini predictable chart with aided language input.
- One person is the leader. The others are AAC learners.
- One AAC system in each group (Share)
- Create choices for the learners to pick from
  - "I like to make _____."

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What We Make

I like to make coffee. (Carole)
I like to make books. (Jane)
I like to make pizza. (Abbie)
I like to make friends. (Robin)
I like to make noise. (Emma)
I like to make ____. (YourName)

Read it with aided language input.

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More information on implementation at the Center for Literacy and Disability Studies (University of North Carolina at Chapel Hill)

- Handout at http://bit.ly/1qTbBPa

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Stephanie

- Age: 14
- Sensory impairment: Cortical vision impairment
- Other diagnoses: Scoliosis, Cerebral Palsy, Epilepsy
- Communication: Stephanie is able to provide a yes and no answer using the symbols on her tray. Stephanie had a one symbol per page PODD but now has a 20 cell partner assisted PODD.

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Stephanie

- Literacy: Stephanie uses her PODD to answer questions about the stories and to generate ideas for free writing.
- She is working towards improved letter recognition in reading and using letters in writing with a flip chart.
- Also focusing on distinguishing initial sounds in words. Stephanie has developing concepts about print.

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Group Shared Reading

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Stephanie – Emergent Literacy Outcomes

- Concepts about Print
  - 2012 – Answered 3/13 items correctly
  - 2013 – Answered 4/13 items correctly
- Letter Identification (modified with Braille)
  - 2012 – Identified 24/52 letters correctly
  - 2013 – Identified 28/52 letters correctly
- Phonological Awareness
  - 2012 – No response to all items
  - 2013 – Identified 11/23 items correctly
- Writing Sample
  - 2012 – Unable to complete writing sample
  - 2013 – Writing sample using flip chart; emergent writer

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Stephanie Communication Outcomes

- Yes/No
  - 2012 – had no yes/no response
  - 2013 – clear yes/no response in familiar situations
- Communication
  - 2012 – had a one symbol per page PODD; rarely used
  - 2013 – 20 cell PAS PODD used to initiate, respond, ask questions, tell stories, express opinions, etc

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Steph “writing” November 2013

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Questions?

Thank you!