

I Can Read



With My Mouth Closed!

Understanding

Word Recognition

Phonics

Phonemic Awareness

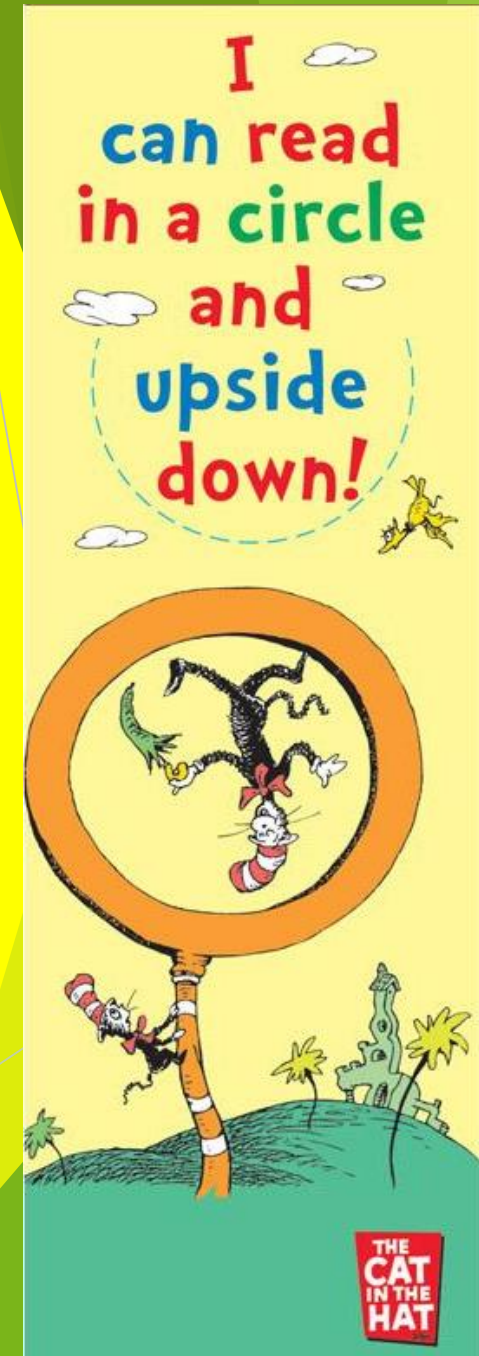
Concepts about Print

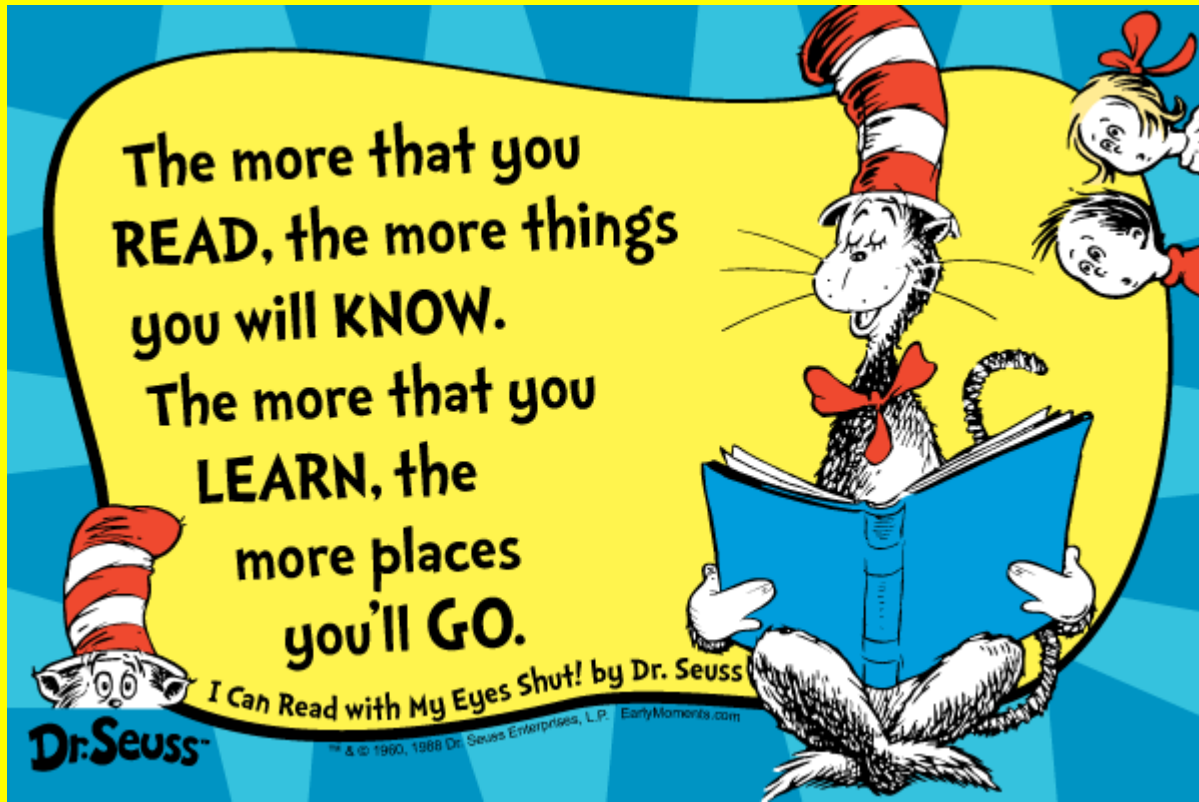


One of the earliest reading skills that is introduced is how to interact with text or print concepts.

Children are taught directionality, letter recognition, that letters can be combined to create words, and that spoken words can be represented in text.

Student's ability to recognize letters has been linked to future abilities in both reading and writing.





Once students have mastered the basic concepts about print, the additional reading foundation of phonological awareness is developed. Recognizing rhyme, replacing sounds in words, manipulating sounds in words, segmenting and blending are taught.

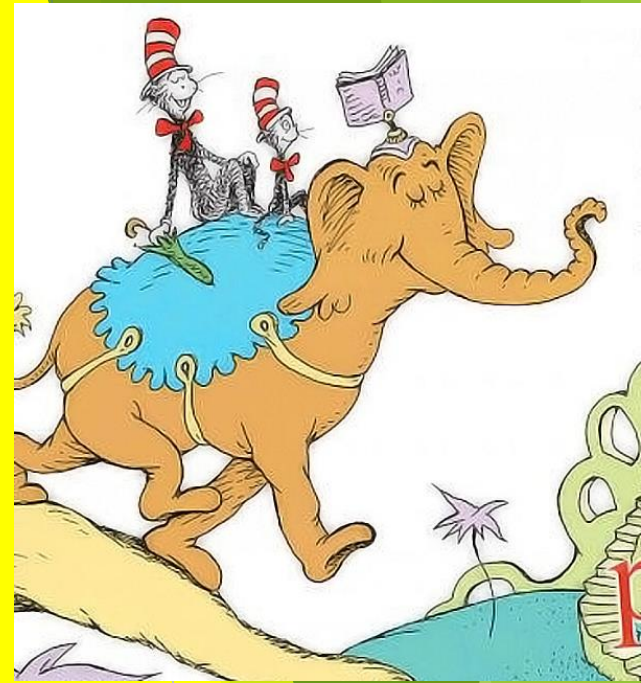
Authors reviewed a series of studies involving teaching concepts about print to students with complex communication needs. They discuss the use of read alouds of age appropriate text and systematic instruction of the print concepts. Students response methods were adapted to meet their needs-selecting from pictures or words by direct selection or eye gaze was used.

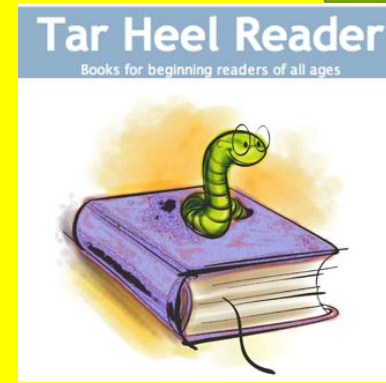
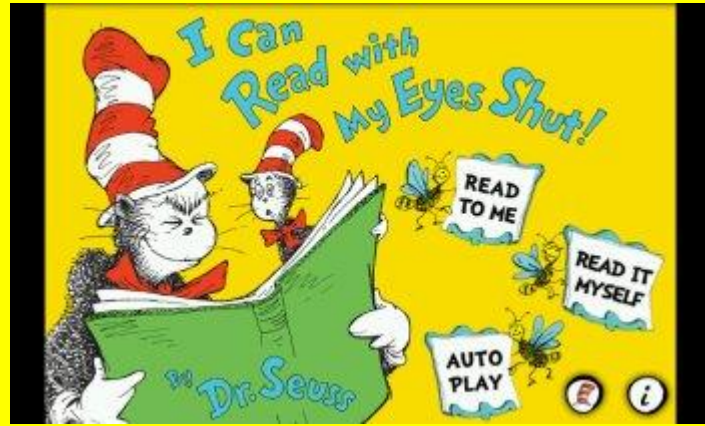
The nonverbal reading approach was described Students use internal speech to sound out words and are then asked to select a written word to represent it.



Access

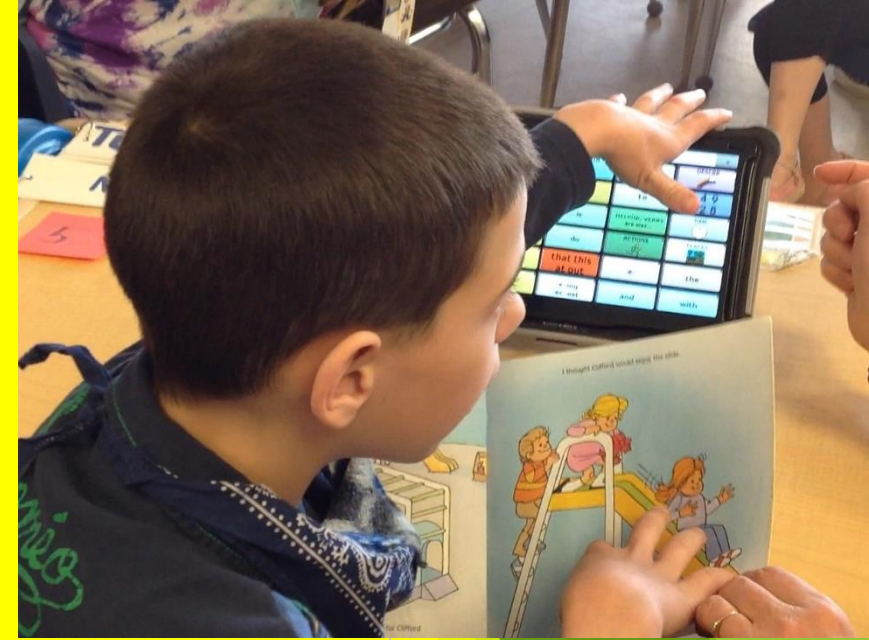
Shared stories as a way to systematically teach emergent literacy was discussed. Books need to be adapted to make them accessible both physically and cognitively . Adapting and rewriting books using language and supports that are appropriate for the students was discussed.. . No tech ways of creating physically accessible books by adding page turners was emphasized.





Adapting books is important as it provides a way for students with significant disabilities to access age and grade appropriate material . Books can be rewritten using appropriate language and supports.

Although it wasn't mentioned in the book, Tar Heel reader is a great source and can be accessed across platforms. Story Creator and Pictello are 2 of the many apps that can also be used for adapting books



















Students who do not communicate verbally need to use an AAC device in order to participate in story based lessons.

The use of simple, one message devices such as Big Macs, picture communication boards and more robust speech generating communication devices was discussed

The core vocabulary that make up most of our expressive language are identical to the high frequency sight words that are typically taught to beginning readers.

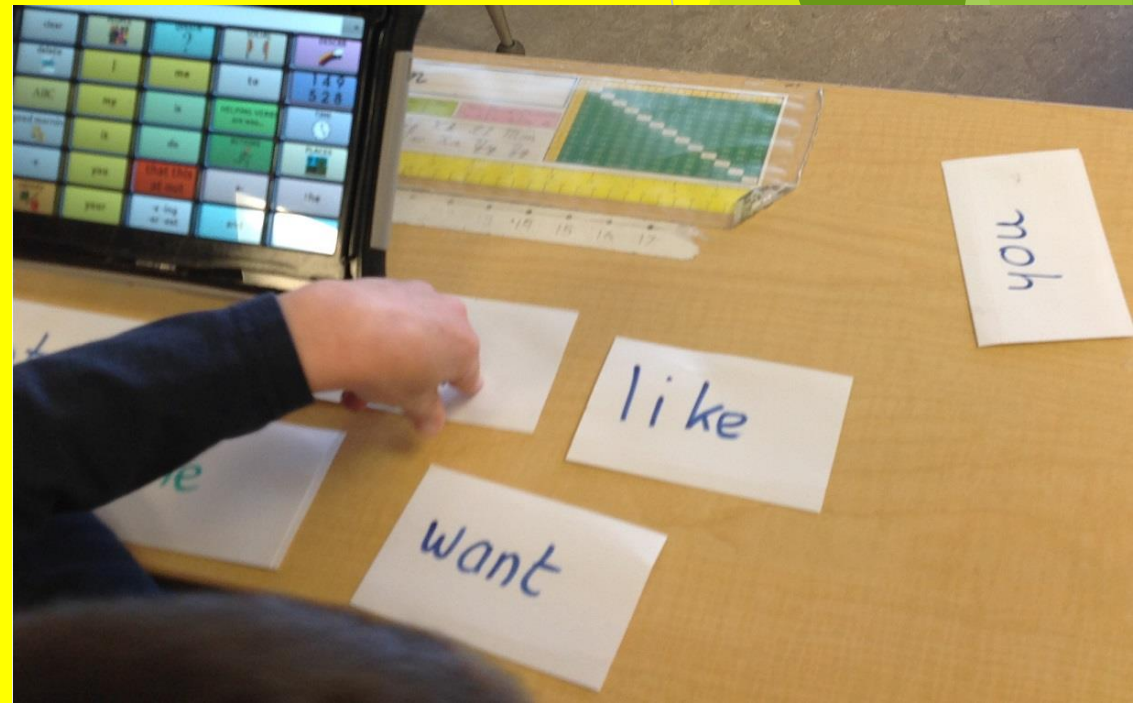
Blending literacy instruction and the use of an AAC system enhances both communication and reading skills

A Core Vocabulary Communication Overlay

I 	is 	help 	in 
you 	do 	want 	out 
it 	what 	like 	here 
that 	not 	go 	more 

Providing response options for students who do not communicate verbally was stressed. The size, number and complexity of the response options can vary depending on the student and the task.

Moving quickly from 2 option model when introducing a new concept or skill to at least 4 options was emphasized.

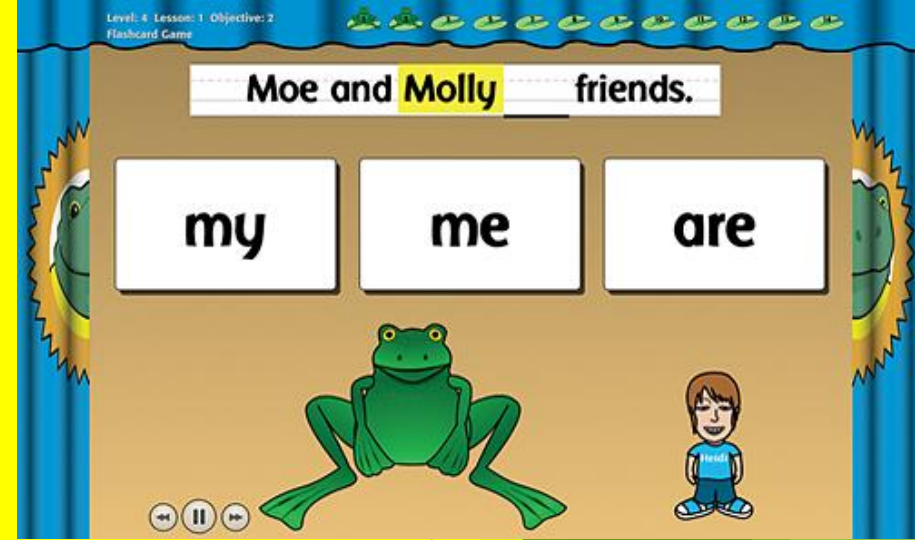




COGAIN

There are some commercially available, scripted literacy programs for students with moderate to severe disabilities available. Several were mentioned in the chapter-Early Literacy Skills Builder is a program that provides a teachers guide, student materials on CD and response boards for the GoTalk app. The emphasis is on decoding print.

Pathways to Literacy for students who use objects in order to participate is a commercially available program with teacher materials and adapted books and materials. MeVille to WeVille was mentioned as was the ALL curriculum by Janice Light.



Additional software that has been developed for students who may be using alternate communication but not mentioned in the book is Literacy Lab available from Mayer Johnston.

Teaching supports and scripts are embedded into the software and a number of access methods can be customized to meet the students needs.

Literacy Starters is another commercially available resource that is suitable for older students. Adaptations for responses and participation are suggested in the teaching guide.



A teaching approach called model, lead and test or MLT is suggested. In this format, an instructional script is created and followed.



The teacher models the correct response, leads the group in a unison response and then the group responds without the teacher model.

Speech Generating Devices can be used to provide students with CCN a way to participate in the group responses

Some speech generating devices can be programmed with letter sounds and a CVC blending lesson is used as an example of how to use a direct instruction script and the model, lead, test method of teaching this skill.

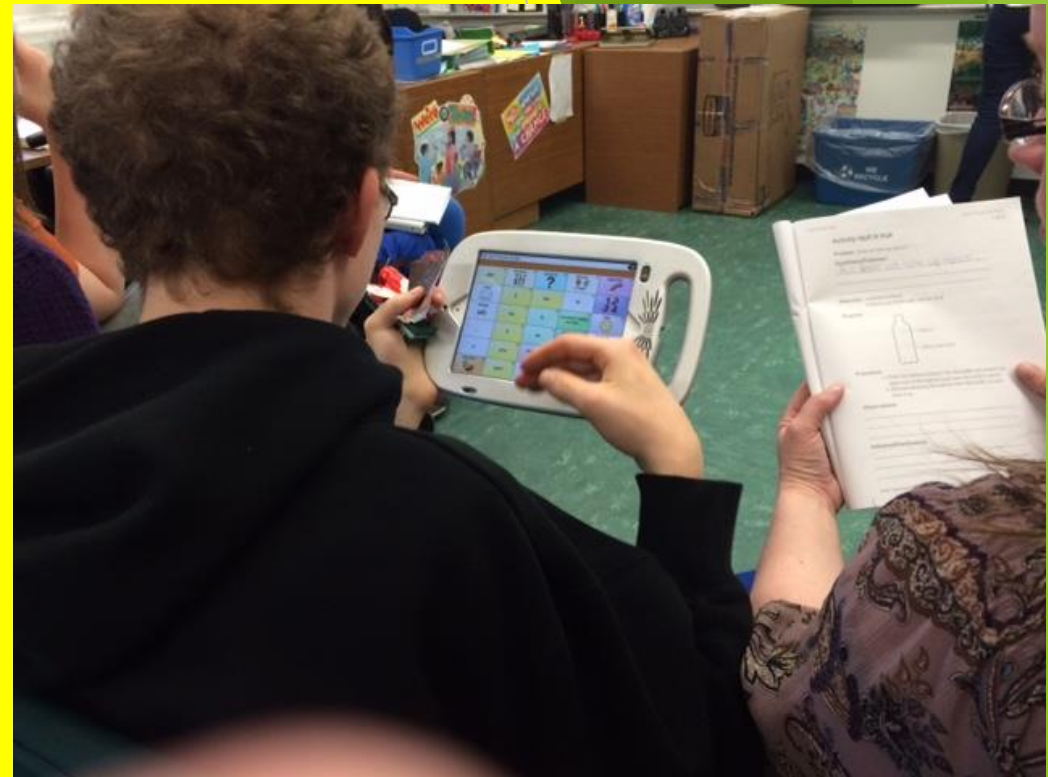
An iPad app that would also work for this is Word Wizard (provided the student is able to physically access the touch screen)



Planning for different student responses is discussed.

For some students and for some tasks, the use of a SGCD might be appropriate.

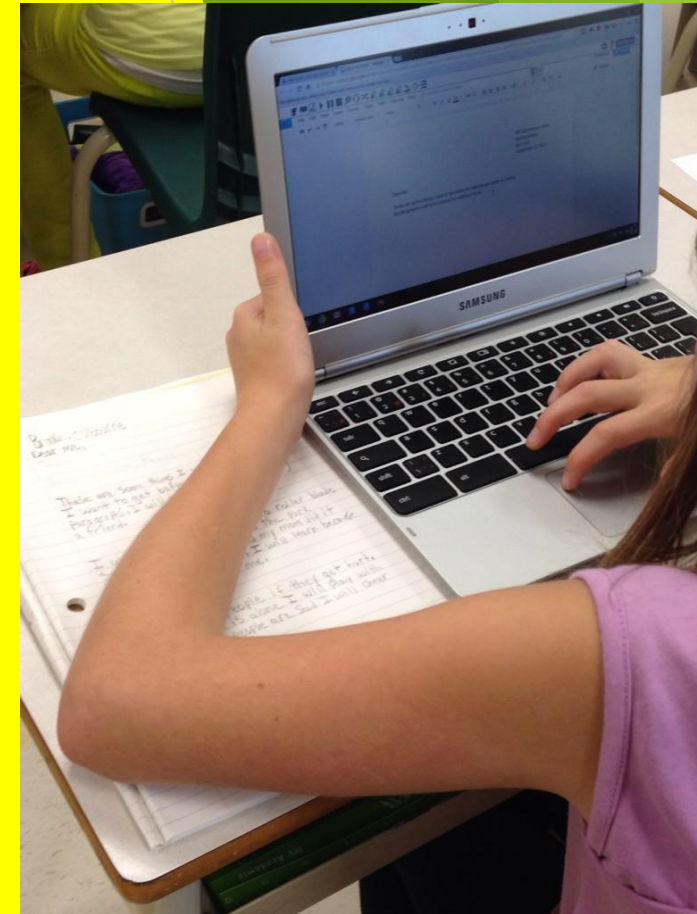
For other students or for other tasks, low tech options may be best.



Traditional technology can sometimes be leveraged.

Text-to-speech features in some operating systems may be useful for some students.

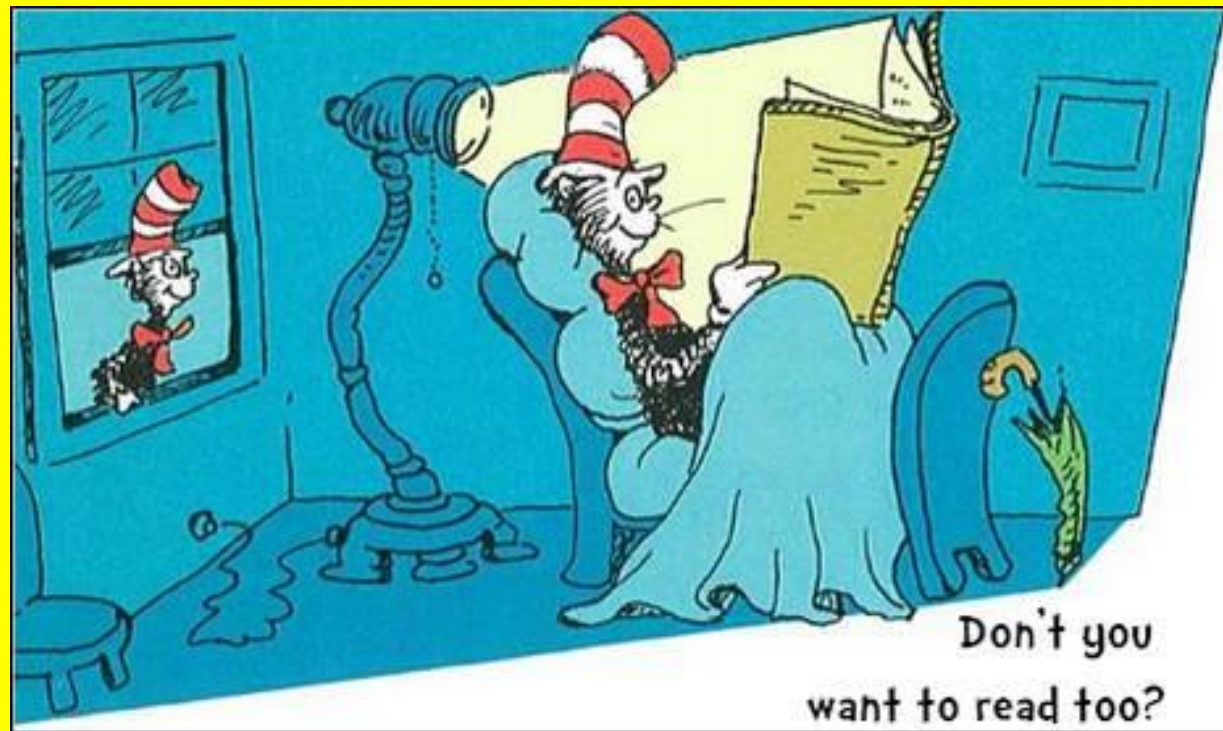
RW4G can be used to create symbol supported text with text to speech capability.



Using Systematic Instruction Plans to teach a variety of skills is described and there are several examples in the book.

A SIP is a detailed plan indicates the learning objective, a schedule for instruction, prompting hierarchy and a plan for feedback and generalization.





In summary, students with CCN need to learn the same concepts of print, develop phonemic awareness and understanding of phonics as their typical peers. They need access to engaging, age respectful texts. We need to provide a means for them to participate, respond and demonstrate their understanding. Using a systematic approach