Latest, Greatest Assistive Technology and Other Supports for Children's Literacy Development in Inclusive Settings

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What are current challenges to successful, educational inclusion?

- Child
- Professional
- Environmental
- Other Factors
Challenges to Inclusion

- Emotional regulation
- Social skills
- Academic skills
- Language/communication abilities
- Professional preparation in all the above for children with and without disabilities
- Physical barriers to involvement in writing activities
Significant Predictors of Literacy Abilities

- Oral language: receptive/expressive vocabulary, comprehension beyond the word level, narrative knowledge, knowledge of the world
- Metalinguistic skills: phonological awareness, phonemic awareness, syntactic awareness
- Print knowledge: Perception as a reader/writer; alphabet knowledge, concepts about print, knowledge of functions of print, letter-sound knowledge, phonetic spelling
Phonics
Guided Alphabet/Phonological Awareness Activities
Ongoing Assessment
Family Involvement
Rich Oral Language Environments, Play-based Activities
Supports for Emergent Reading/Writing
Vocabulary
Fluency
Comprehension
Phonics
Guided Alphabet/Phonological Awareness Activities
Supports for Emergent Reading/Writing
Rich Oral Language Environments, Play-based Activities
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Family Involvement
Pierce, 2005
Fluency: Print processing beyond word id (inner voice, eye movement, meaning links)

Vocabulary/Language Comprehension

Phonics

Phonemic Awareness

Comprehension: silent reading comprehension; knowledge of text structures
Inclusive Supports: “Light Tech”

- Logo Mania: Everyday Literacy (Gryphon House)
- Squishy-books
- Writing, writing everywhere
Logo play
Accordion and squishy book
Light Tech Adaptations
Writing motivators and props
Top 5 Reasons to WRITE FIRST!

5. Writing is an active way of learning about print.

4. Writing supports learning the reading process.

3. Writing allows students to record their thoughts and leave a mark.

2. Writing can be a concrete source for student assessment.

1. Writing is COMMUNICATION.

Abdullah
Students Learn About Print When They Are **Actively Engaged:**

*Writing With Alternative Pencils*,

*Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill, NC*
Matthew’s Journal
October, 2005

Topic: going on vacation & staying in hotels

p-o-o-l-ppp
body music good brown pink much much
like to how old
Matthew’s Journal
May, 2005

Topic: going to the library
(had to eat before he could go)

thank you  vbbbcvvvvvvvvbnnn
qffruit fruit happy finished
Inclusive Supports: “High Tech”

- Me-ville to We-ville, Able Net
- Literacy Start to Finish, Don Johnston
  - Facilitates successful peer interactions and communication opportunities
  - Offer strong teacher & family supports for literacy learning for all pre-K-3rd grade children, including pre-made augmentative communication boards/symbols
  - Children with and without disabilities are interested in books and activities
  - Books and activities can be linked to early learning standards and standard course of study/curricular goals
  - Help to support pre-K children’s growth to meet OSEP outcomes
Meville to Weville

• “Beginning literacy and communication development are addressed while supporting student development of self and a sense of belonging within a community of learners”
Meville to Weville: An Evidenced Based Curriculum

• “This program is the first ever research based literacy program that meaningfully integrates reading, writing, speaking, augmentative communicating and listening for elementary students with disabilities in the moderate to severe range of disabilities”
Evidence

• Subjects
  – 23 children with moderate to severe disabilities, ages 5-12

• Pre-Implementation
  – Observation and assessment of communication device use (initiation and response)
  – text composition (writing samples)
  – peer interaction

• Post-Implementation
  – Increased student initiation of communication device use
  – Access to alternative pencils
  – Increased positive relationships between home and school
  – Increased peer to peer interactions
Program Layout

– Me
  • Who I am, How I feel, and What I like.
  • Today I Feel Silly By: Jamie Lee Curtis

– My Family
  • Who is in my family?, Things we do, and Living with my family.
  • Families By: Ann Morris

– My School
  • Who is at my school?, Being a student, and What we do!
  • My Special Day at Third Street School By: Eve Bunting
Unit Lessons

• Learning New Words
  – Students identify new words and develop expressive language skills through saying words, singing songs and using words in high-interest motivational activities.

• Vocabulary Activities:
  – Students practice using the vocabulary words in engaging activities designed with repetition and variety to promote the understanding of each word.

• Word Wall Words:
  – Students learn high frequency words, needed in reading and writing, through activities such as clap/chanting, writing and word identification.
Lessons (continued)

• Literacy Lessons:
  – Students engage in lessons using literature books and real life experiences to practice choice making, direction following and giving a personal response.

• Writing Lessons:
  – Students make decisions about individual and group writings and express themselves through book making and other structured writing projects.
Action Dictionary and Reproducibles

• The Action Dictionary describes various ways in which students' actions may be adapted or modified to enable active participation in the lesson activity.

• Assistive Technology Quick Set Up Guide provides the information you'll need to set up the assistive technology recommended in the MEville to WEville curriculum.

• Reproducibles are symbols, communication boards, notes to parents, scripts, etc. that are pre-made for teachers to use during the lessons.
Students Learn About Literacy Through Real Life Experiences & Interactions

Activity from: Meville to Weville, Ablenet, www.ablenetinc.com
Let’s Practice!!!

• Writing Activity:
  – Interviewing another “student”
  – Reporting on your interview
  – Use appropriate writing tool

• Vocabulary Activity:
  – Split into two teams
  – Go on a scavenger hunt!!!
Start to Finish Literacy Starters (STFLS… “Stiffles”)

- Teacher's Guide and Teacher Materials CD
- Intervention Planning Tool
- Vocabulary Cards
- Reading Chart
- Reading Volume and Reading Preferences Graphs
- Book Talk Communication Board
- eText & Story Pictures
STFLS: Three text types

• Enrichment
  – introduces new topics, concepts and vocabulary to expand background knowledge and oral language

• Transitional
  – supports students' vocabulary and oral language understanding

• Conventional
  – promotes word-reading accuracy, automaticity and fluency as students practice repeated reading
STFLS: The Three Text Types

- Emergent
- Transitional
- Conventional

Increasing Language Difficulty

Increasing Word Reading Independence
In Conclusion

• For successful inclusion
  – Develop social skills
  – Literacy skills
    • Use of Logos
    • Writing on a daily basis (every child needs an appropriate pencil)
    • Use of appropriate early literacy curricula with adaptations such as Meville to Weville or STFLS