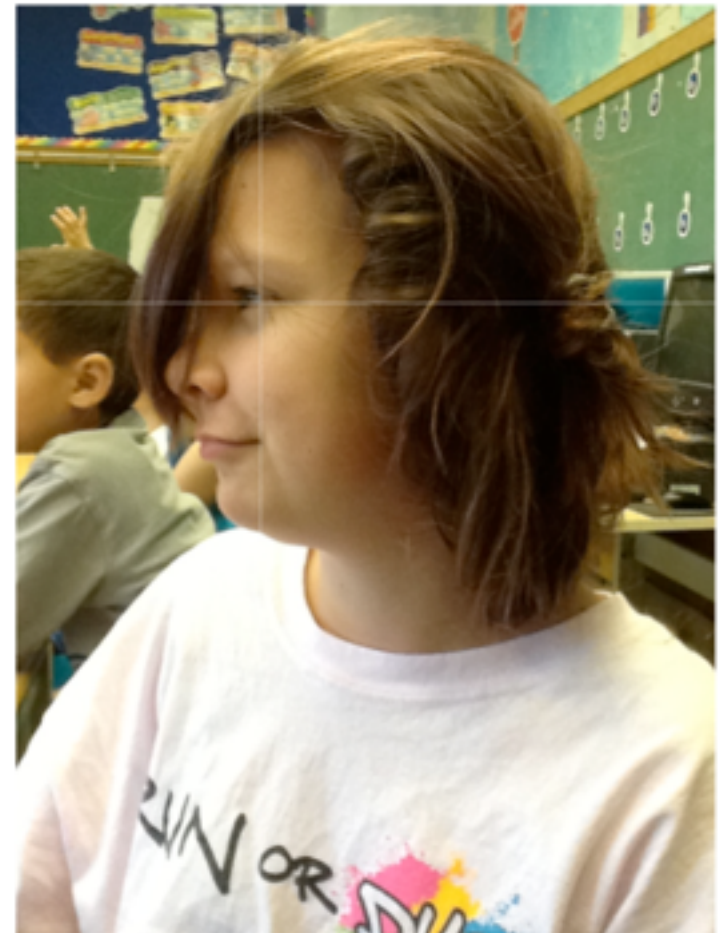


Assessing and tracking literacy development in students with Angelman Syndrome



mailz

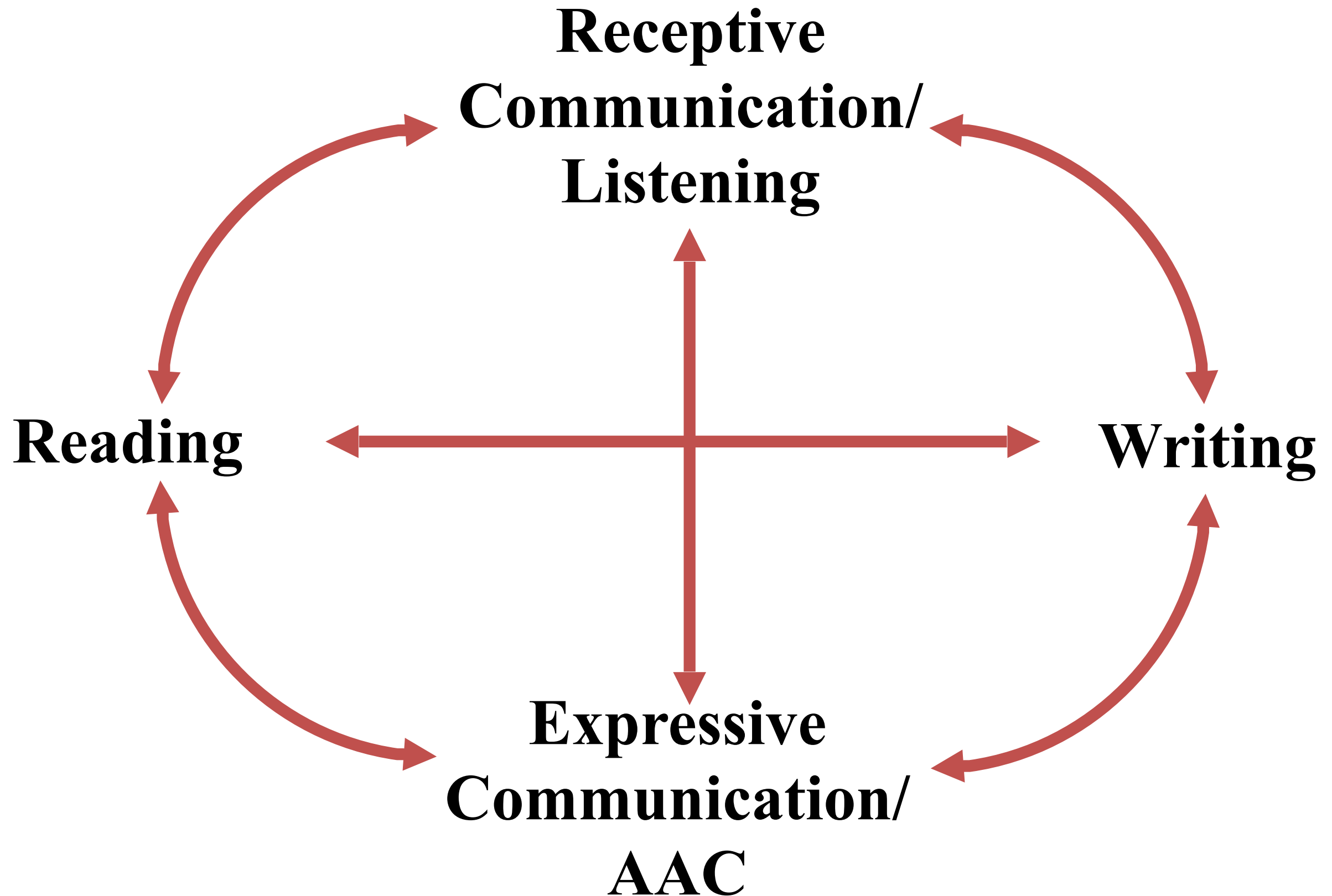
Erin Sheldon, M. Ed.

Emergent literacy

- Most students with Angelman syndrome are emerging as readers and writers
- Emergent literacy behaviours and understandings develop from birth to school-age in typically developing children
- Emergent literacy behaviours and understandings are directly linked to opportunity and experience
- Students with significant disabilities have the fewest opportunities and experiences that lead to literacy

Oral and Written Language Development

(Koppenhaver, Coleman, Kalman & Yoder, 1991, adapted from Teale & Sulzby, 1989)



5 currents of emergent literacy

- Making sense of the stories of others
- Finding meaning in one's own experience and sharing it with others
- Communicating thoughts with graphic symbols
- Interpreting the meaning of graphic symbols used by others
- Deriving joy from engagement with printed language and other graphic symbols

Kliewer, 2008

Maggie's 50 Year Literacy Plan

- School is responsible for the first 12 years of Maggie's 50 year literacy plan
- Literacy instruction after school will be Maggie's post-secondary education
- She is allowed to retire from literacy instruction in 50 years
- Worst case scenario: we teach Maggie to love books and to derive joy from sharing her experiences with others



Literacy instruction is necessary for effective school inclusion.

Learning to read and write is the essential work of school.

Literacy instruction ensures we understand the student as a learner, engaged in the work of learning in the inclusive classroom.

Inclusive classroom contexts and the general curriculum support a comprehensive or "balanced" literacy approach.

Erickson et al., 2007; Ryndak et al., 1999

General curriculum provides a constantly changing source of information to learn to read, write, and communicate about.
(Repetition with variation.)

Quality, evidence-based literacy instruction is comprehensive:

Oral language and vocabulary

Phonological and phonemic awareness

Automatic word recognition

Fluency

Comprehension

Writing

Reading independently for a variety of purposes

Students with significant disabilities typically not considered candidates for the comprehensive instruction that is necessary for students without disabilities to become conventional readers and writers.

Students who receive comprehensive literacy instruction make significant gains over age-matched, ability-matched peers who receive more traditional sight-word instruction.

Time to re-imagine "functional literacy" as the capability of reading and writing at a level proficient to conduct one's daily affairs.

Hatch, 2009

Comprehensive literacy instruction is
inherently functional:

Likely the most effective way to
support functional skill development
in communication,
social skills and social interaction,
and independence



Literacy is not spinach

This webinar

- What does emergent literacy look like for students with the learning characteristics associated with Angelman syndrome?
- How do we assess and measure this progress in the individual education plan?

Assessment

- **Tools to help us understand our kids as potentially literate**
- **Measure what our kids currently understand about literacy**
- **Help us identify the next step in their instruction**
- **Help us identify gaps in their instruction, opportunities, and experiences**

The Bridge: An Authentic Literacy Assessment Strategy for Individualizing and Informing Practice With Young Children With Disabilities

"Brown Bear, Brown Bear, what do you see?" chant the 3- and 4-year-olds gathered for the emergent reading story time. It is Wednesday and the book has been read at least once each day this week. Today, the children confidently joined in on the repetition phrase. Mary, a 4-year-old	sure at first she really was doing it, but I watched each time the line was chanted by the children, and she really was bobbing in rhythm." "That would be a nice step forward in her phonological awareness," said Roberta. "Helen, tomorrow sit with Mary and when we	"Brown Bear, Brown Bear, what do you see?" was read during circle time, 3/23/07." "You know, Helen, according to the Bridge Rating Scale, the next skill Mary should exhibit will be naming or identifying sounds in the environment." Roberta thought about Mary's limited
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SOURCE: This table was adapted from the TROLL © 2001 Education Development Center, Inc. The adaptation was developed with permission of EDC and is provided under a license to the publisher.

NOTE: All items (including writing and phonological awareness) include children's use of assistive technology (e.g., adapted books, books on disk, books on tape, communication symbols, devices).

labels for notes and pen in hand to observe and record emergent literacy advances of all the children. Later that day, during the children's rest time, Helen and Roberta reviewed the day's notes and events to better shape their plans for the next day. Helen asked Roberta, the classroom teacher, "Did you see Mary as you read today? Mary was bobbing her head in rhythm with the repetitive line from <i>Brown Bear, Brown Bear</i> ! I was not	names. See if Mary is bobbing with the syllables as the other children clap. Maybe she's been showing us in her way that she hears the rhythms in language. Let's get her literacy portfolio and make sure we document this!" Roberta retrieved Mary's literacy portfolio, turned to the section on phonological-phonemic awareness and placed Helen's note in the file: "Mary bobbed her head in rhythm each time that the repetitive phrase	table. Maybe, with our support, they would play an abbreviated listening game together." Roberta added, "Mary's mom will be so pleased to hear about what you saw today. Make sure we pass on some suggestions for using repeated lines and listening games for home too, since Mary might be ready for plenty of sound and rhythm play." "Maybe we could make a sound lotto board for Mary to use with home sounds too," suggested Helen.
---	---	---

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Meredith College

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RESOURCES
Adolescent Language & Literacy
Articles
Deaf-Blind Model Classroom Resources
Early Childhood Resources
The Bridge Assessment
Family Support
Handouts from Presentations
PowerPoint Presentations
Tactile Symbols for OWL Books

The Bridge Assessment

The Bridge is an early literacy and language assessment framework based on observation and portfolio development/analysis. Several documents including an experimental version of the Bridge Assessment Tool can be downloaded by clicking on the files below.



Please note: some items require the Adobe Acrobat PDF Reader, which can be downloaded for free from the Adobe web site.

- [Experimental version of The Bridge protocol](#)
- [A guide to administering The Bridge](#)
- [Power Point presentation for training preschool teachers in the use of the Bridge](#)
- [A list of action verbs that can focus early literacy observations](#)
- [Power Point presentation on book/writing adaptations](#)



Addressing the literacy learning needs of persons with disabilities of all ages.

TAR HEEL READER

Tar Heel Reader is a growing free library of accessible, beginning level readers for students of all ages.

EXEMPLAR TEXT

The Bridge

Figure 1

The Bridge (Experimental Version)

Foundations of Reading (Book Knowledge/Appreciation/Print Awareness/Story Comprehension)

1. How does _____ handle/interact with books?

Explores
books

1

Browses
book pages

2

Holds the book
appropriately

3

Independent study
of book pages

4

Turns pages
appropriately

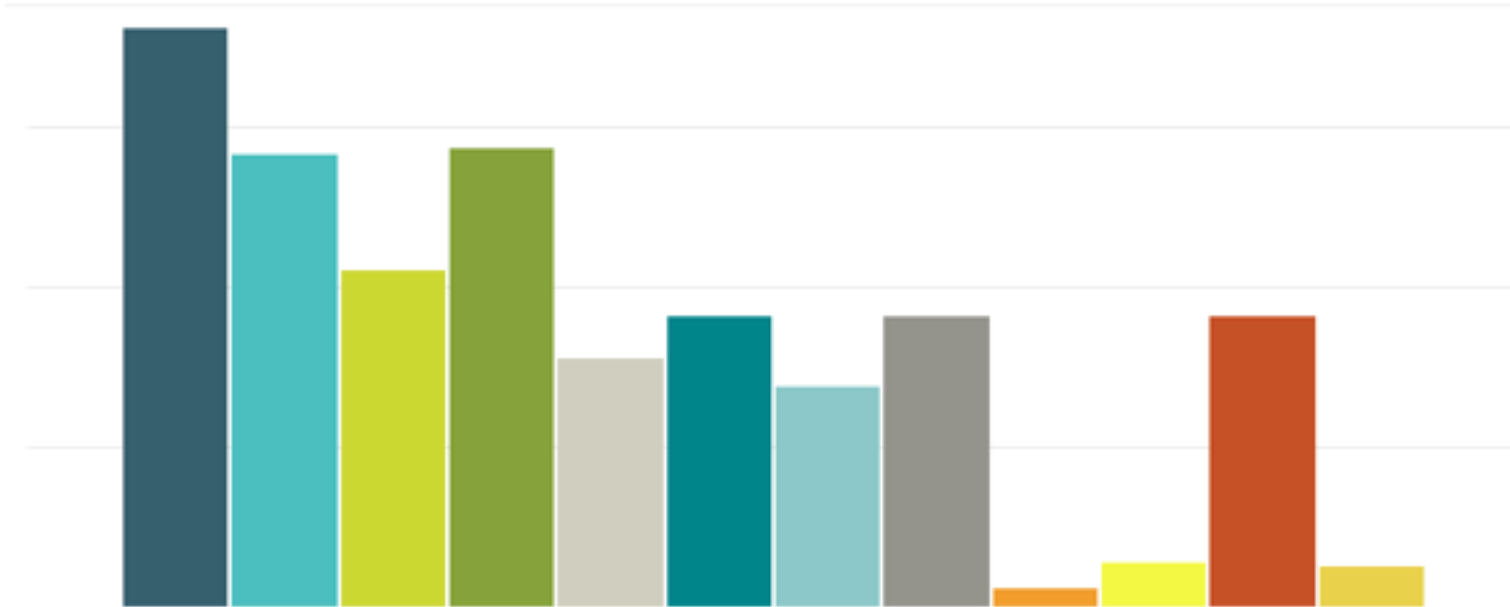
5

Recognizes
book by its cover

6



Students with Angelman



Skipped: 146 Answered: 427

Explores books: holds them, looks at them, chews on them	85%	362
Rips pages	66%	283
Enjoys books, seeks them out	49%	210
Turns book pages but flips back and forth	67%	287
Holds the book right-side up	36%	155
Independently studies the book pages	42%	181
Turns pages appropriately	32%	138
Recognizes book by its cover	42%	181
Reads written text independently	3%	11
Does not attend to or explore books	6%	27
Explores magazines	42%	181
Other (please specify)	6%	25 >

The Bridge

2. How does _____ interact with symbols/print?

Communicates a
choice of story,
song, or rhyme
using a picture,
symbol, or object

1

Beginning to
recognize print

2

Frequently
recognizes
print

3

Makes print-
to-speech
connection

4

Knows where
to read on a
page

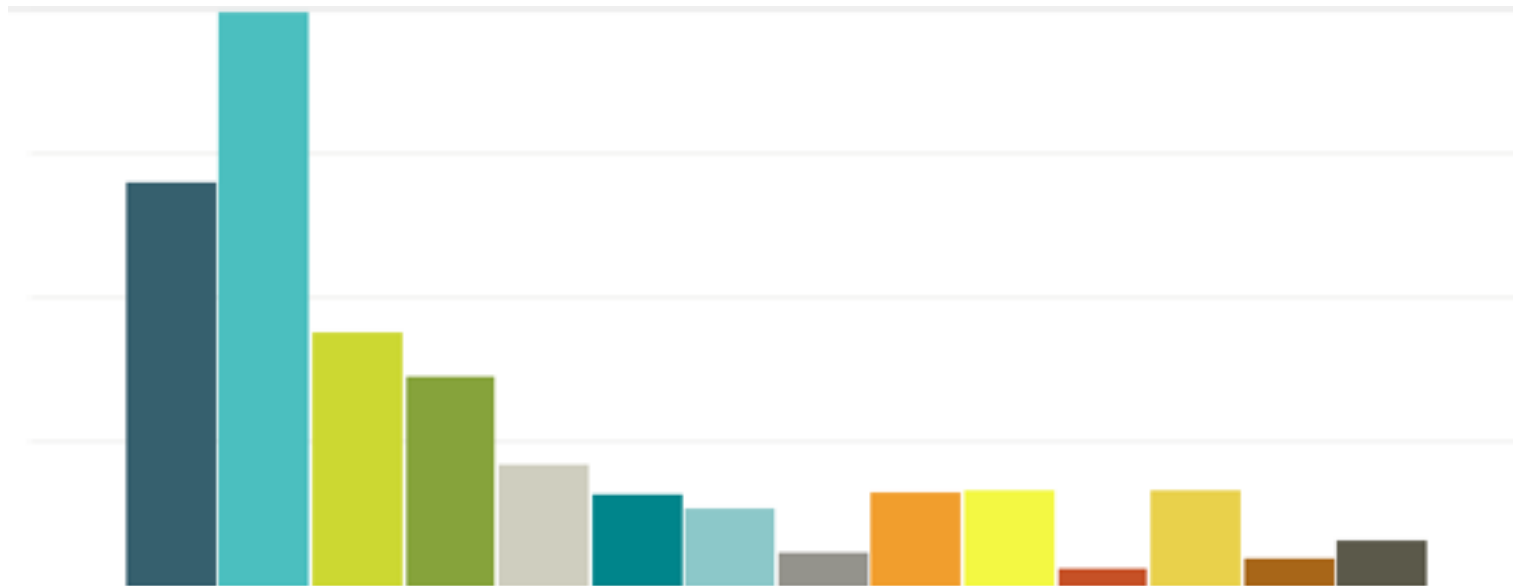
5

Understands
“concept of
word”

6



Students with Angelman



Skipped: 146 Answered: 427

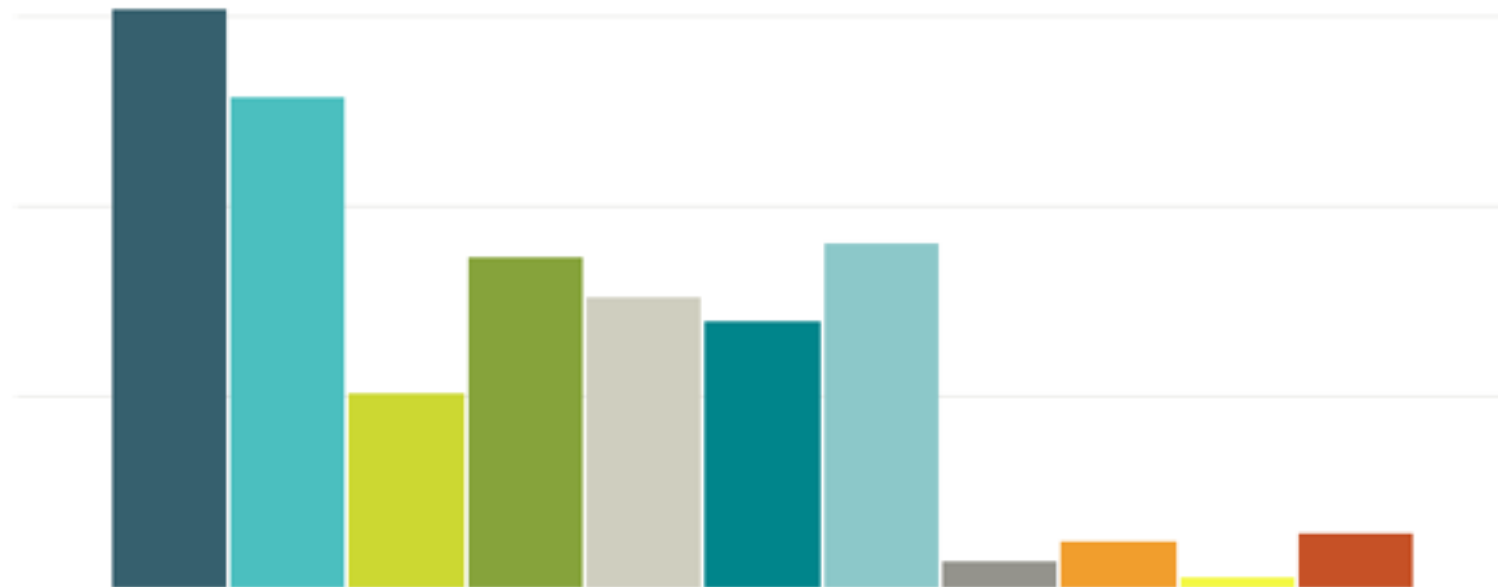
Enjoys listening to stories	65%	279
Enjoys when we sing songs	94%	400
Makes signs or motions for songs we sing	41%	176
Requests specific stories or songs	34%	145
Knows that the words on the page of a book are significant	20%	85
Attends to the words, not just the pictures on the page	15%	63
Points to words on the page	13%	54
Points to the words as I read the page	5%	23
Knows that words on the page represent words we say	15%	65
Knows that we read the words, not the pictures	15%	66
Reads words independently	3%	12
Does not attend when we read stories	15%	66
Does not attend when we sing songs	4%	19

The Bridge

3. How does _____ engage in the act of reading?

Indicates awareness that someone is reading to him/her	Displays joint attention while being read to	Points, labels, comments, acts out story characteristics during joint reading	Parallel/Solitary reading	Reading to another	Reading from memory but paying attention to the printed word
1	2	3	4	5	6

Students with Angelman



Skipped: 156 Answered: 417

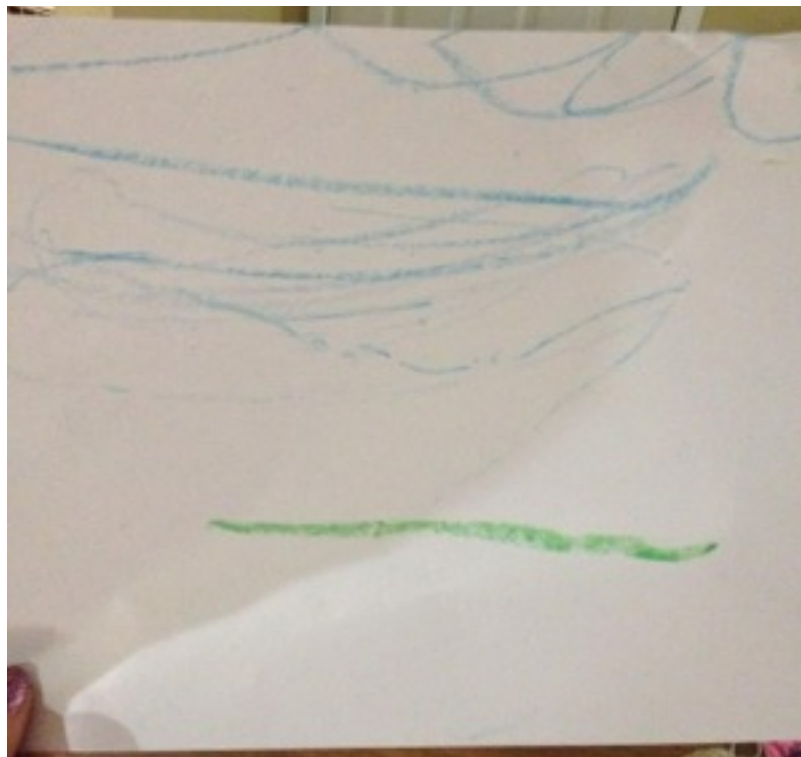
Is aware that someone is reading to him or her	73%	304
Enjoys being read to	62%	258
Does not attend when I read stories	24%	102
Listens to an electronic story read aloud from a computer or iPad	42%	174
Displays joint attention while being read to	37%	153
Points to the items on the page during joint reading	34%	140
Independently explores books	43%	181
Pretends to read to another person or toy	3%	14
Pretends to read the story	6%	24
Independently reads the text in the story	1%	5
Other (please specify)	7%	28 >

The Bridge

Foundations of Writing

4. How does _____ draw/write? (Motor item)

Exploration	Uses writing/ drawing tools with beginning purpose	Explores writing/ drawing with greater purpose	Writes begins to look different from drawing	Writes looks more writing-like	Uses disconnected scribble with letter- like forms and some recognizable letters
1	2	3	4	5	6



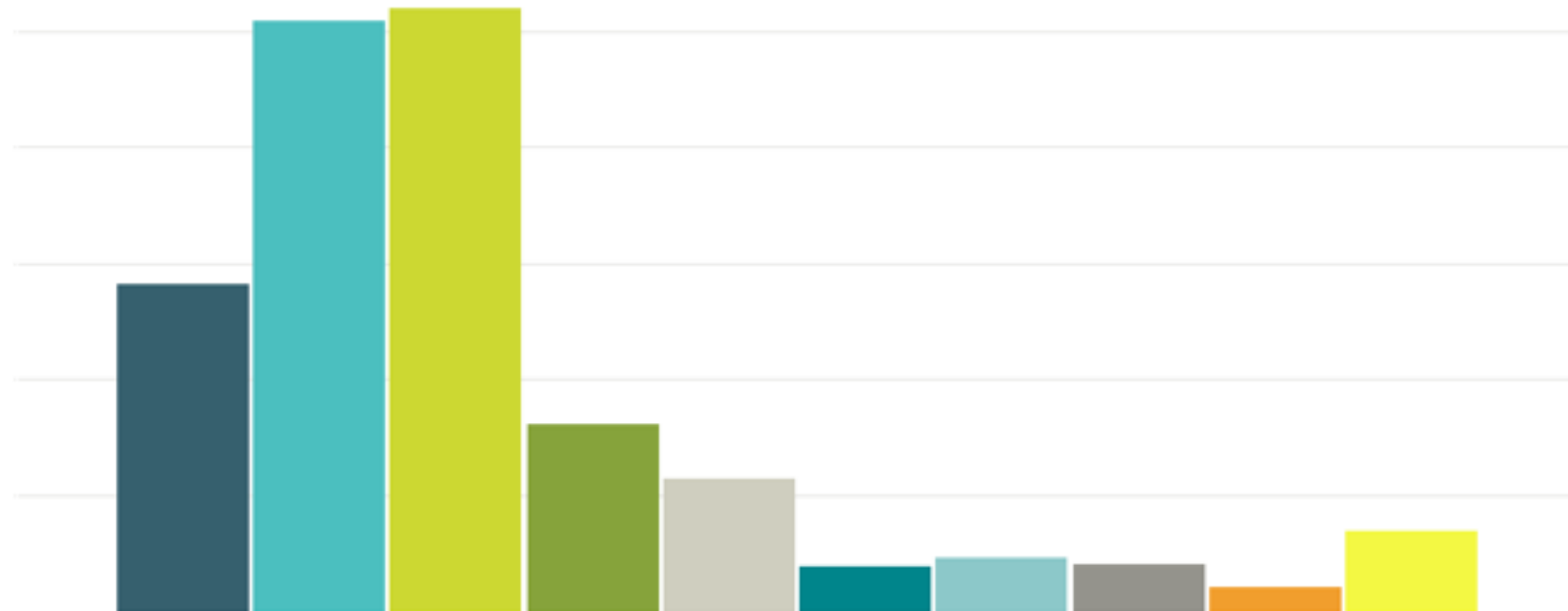
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 oodlo 1000
 Hoi Hoi
 BOEF
 Hoi
 FOO
 DFF
 DPL



11.23.13

Kgp g g w a c c a a h j v w
 \ / \ / \ / \ /
 game watch Ana

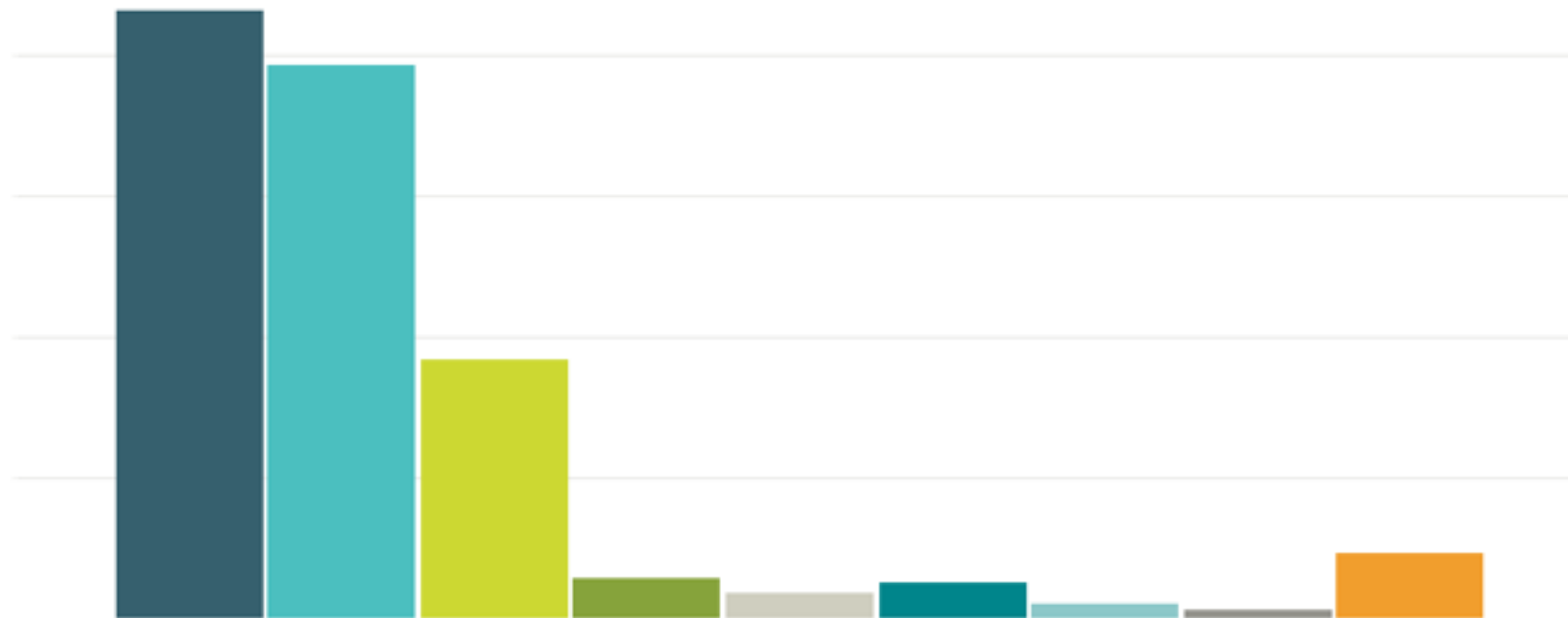
Students with Angelman



Skipped: 146 Answered: 427

Does not write or draw	33%	141
Explores crayons and writing tools (chewing, marking, touching)	60%	255
Makes some marks with writing and drawing tools: may appear random	61%	260
Writes or draws with purpose, such as drawing continuous lines	19%	81
Writing looks different from drawing, may include lines, circles, and waves	14%	58
Writing looks like words or letters	5%	20
Writing includes letter-like forms and some recognizable letters	5%	23
Writes recognizable letters	5%	21
Writes recognizable words	3%	11
Other (please specify)	8%	35 >

Students with Angelman

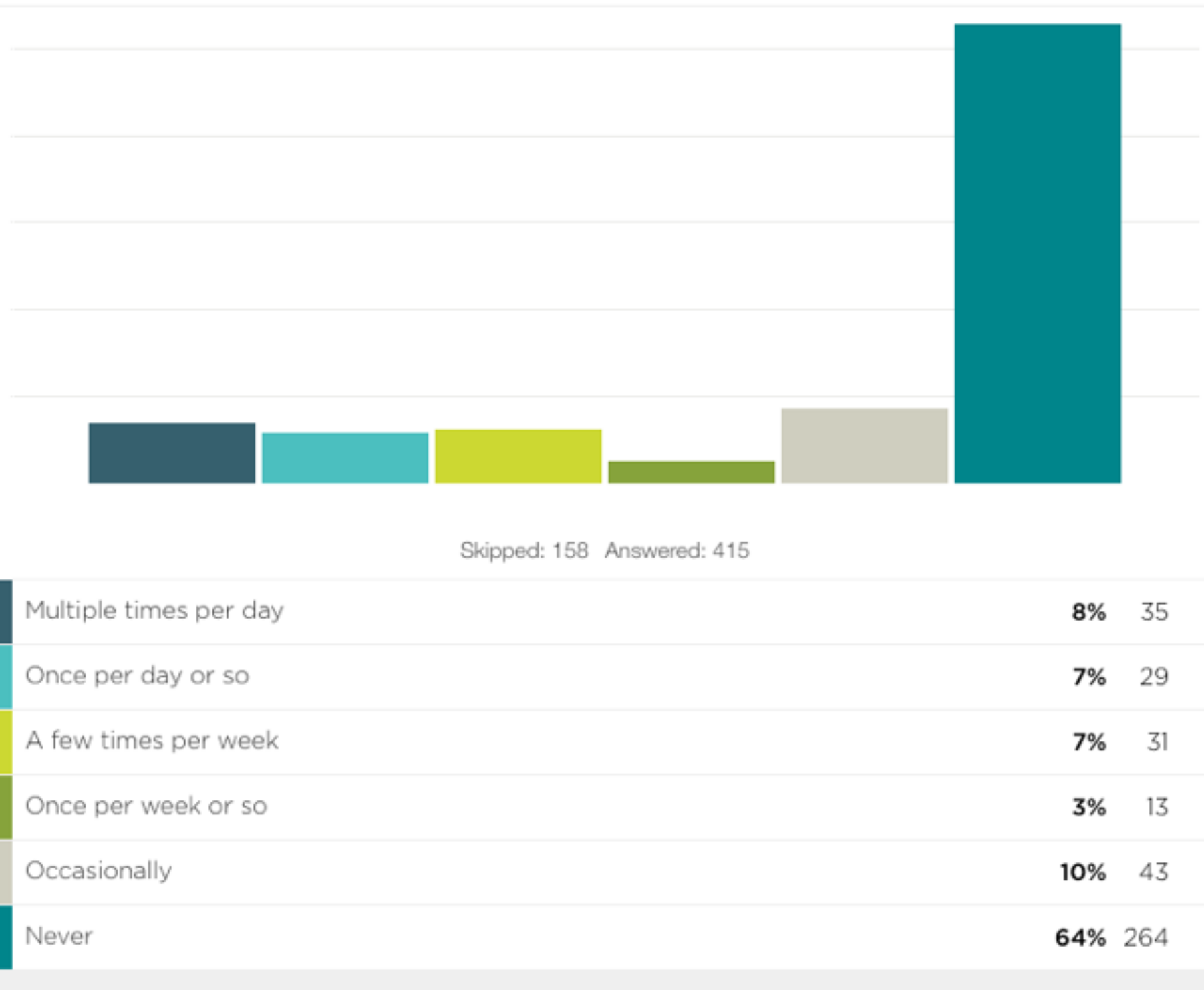


Skipped: 155 Answered: 418

Does not type on keyboards at all	52%	216
Types random characters: letters, numbers, characters	47%	197
Types long strings of letters: may appear random	22%	92
Types short strings of letters that are grouped like words	3%	14
Types short strings of letters that seem to represent a word	2%	9
Occasionally types recognizable words	3%	13
Regularly types recognizable words	1%	5
Regularly types complete sentences	1%	3
Other (please specify)	6%	23 >

Students with Angelman

21. How often does your person write with the letters of the alphabet in any way? This includes any opportunity to write with the full alphabet, such as on a keyboard on the computer or on an iPad or with the alphabet pages in a PODD book. The writing does not need to be recognizable as words.



The Bridge

5. How does _____ use print? (Cognitive/linguistic item)

Uses symbols
to communicate

1

Uses [/] drawings
to communicate
meaning

2

Uses scribbles
and/or drawings
to make signs,
labels, lists

3

Uses mainly
scribbles to
“write” a letter,
create a message,
make a list

4

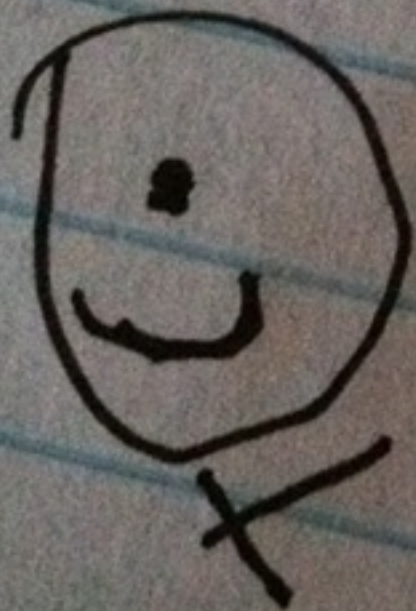
Uses many
letter-like forms
in scribble to
tell a story,
create a message,
make a list

5

Uses many
written words
(developmental
and conventional
spelling) to tell a
story, create a
message, make a list

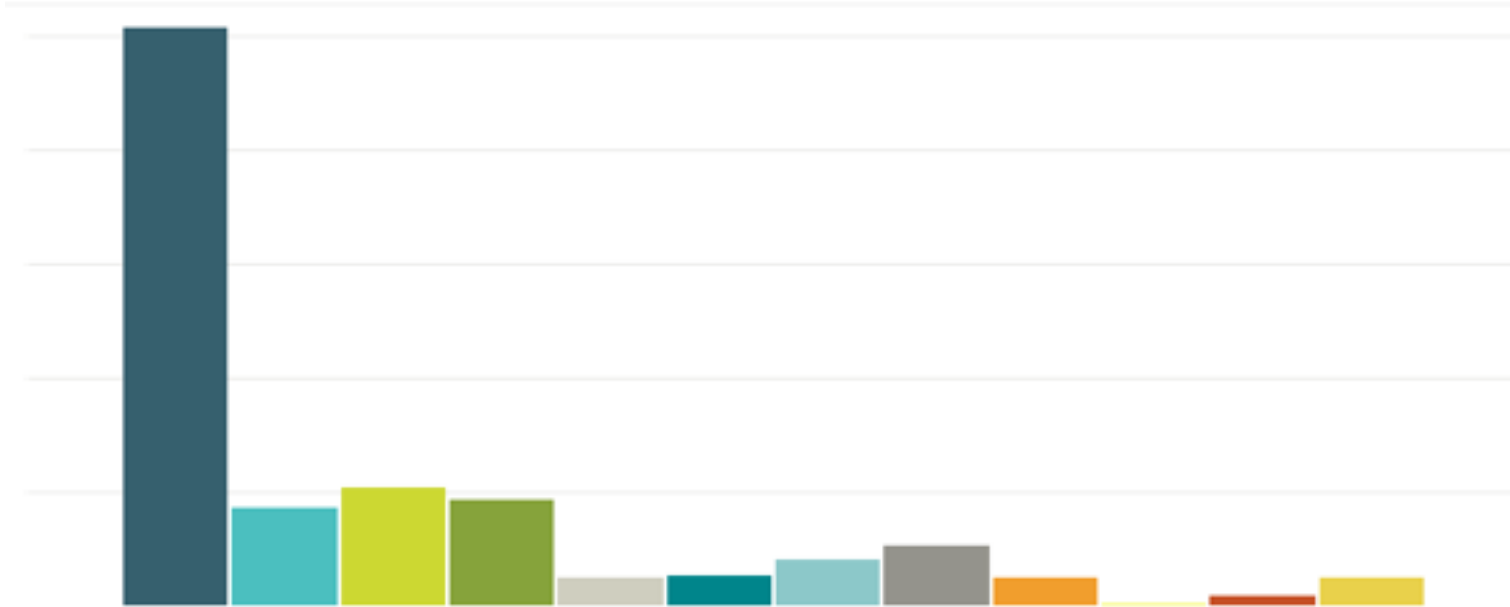
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mx

Students with Angelman



Skipped: 169 Answered: 404

Does not currently use print or symbols at any time	63%	254
Uses a few symbols to communicate	11%	43
Uses some symbols to communicate	13%	52
Uses many symbols to communicate	12%	47
Uses drawings to communicate meaning	3%	12
Uses symbols to label items or make lists	3%	13
Uses scribbles or drawings to make signs, labels, or list	5%	20
Scribbles to "write" a letter, create a message, or write a list	6%	26
Uses symbols to write sentences or tell a story	3%	12
Uses letter-like forms to tell a story, create a message, or make a list	0%	1
Uses written words to tell a story, create a message, or make a list	1%	4
Other (please specify)	3%	12 >

The Bridge

6. How does _____ write his/her name? (Motor and cognitive item)

Makes an inconsistent mark/scribble to represent name

1

Makes a consistent mark/scribble to write name

2

Makes letter-like forms in scribble to write name

3

Writes some letters to form name (not necessarily in order)

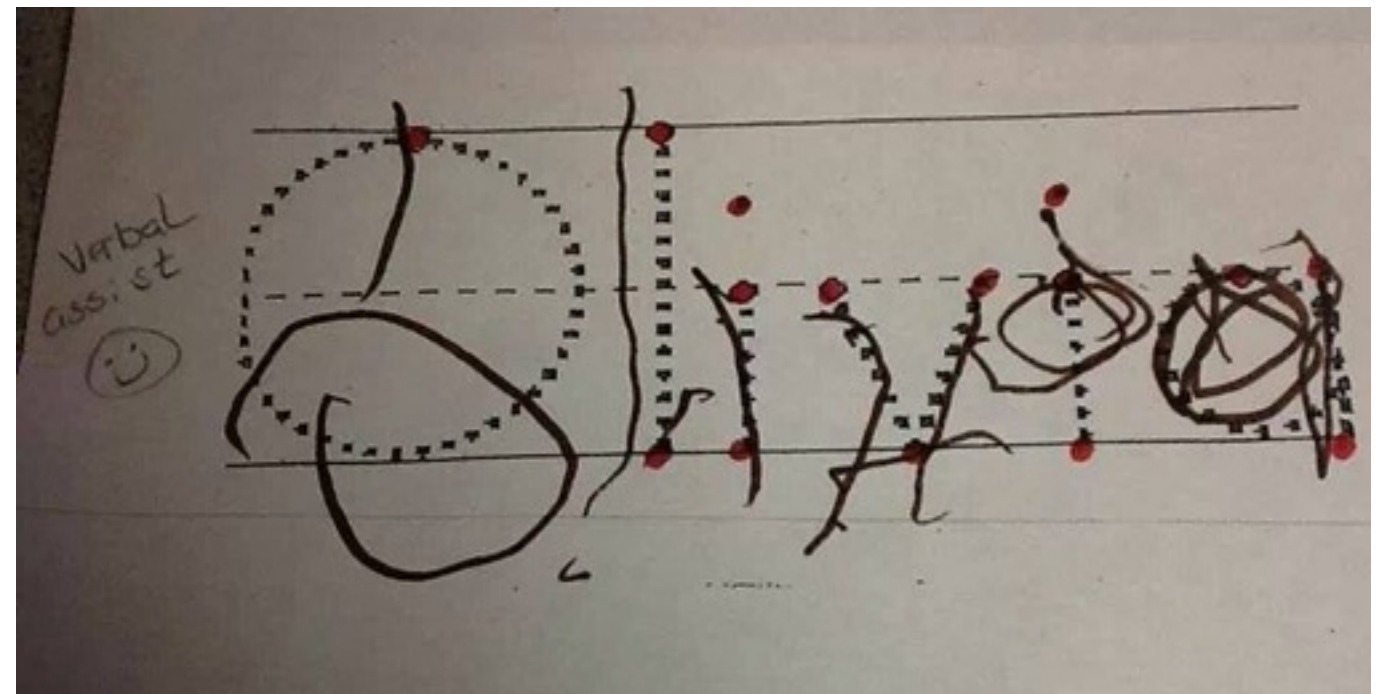
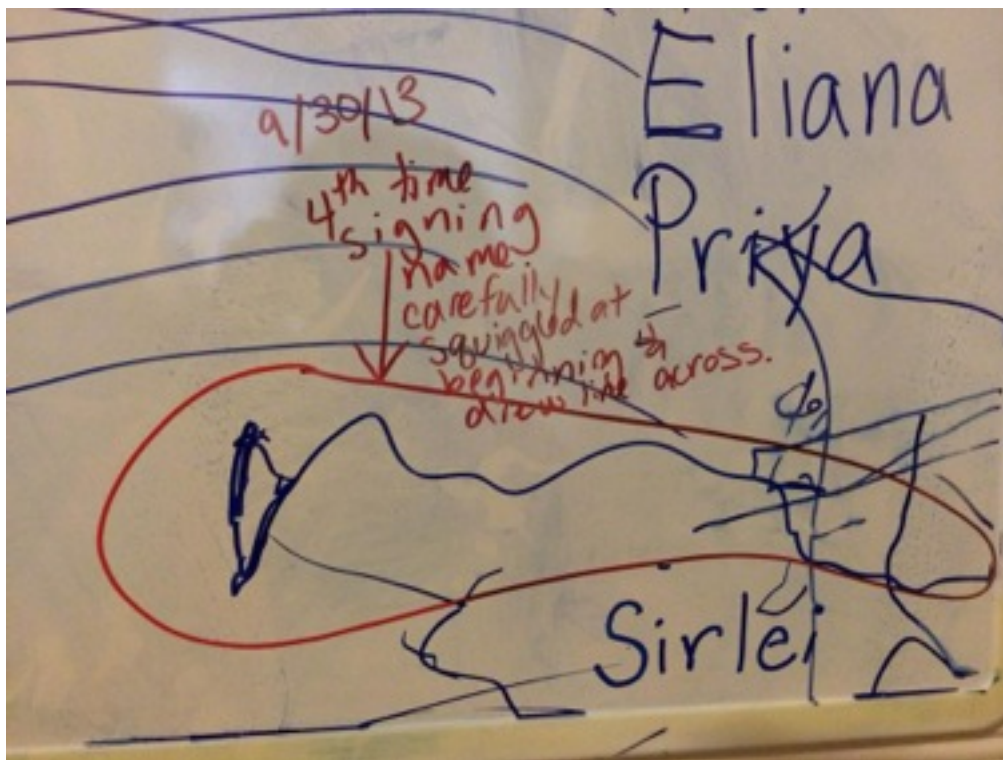
4

Writes name in recognizable form

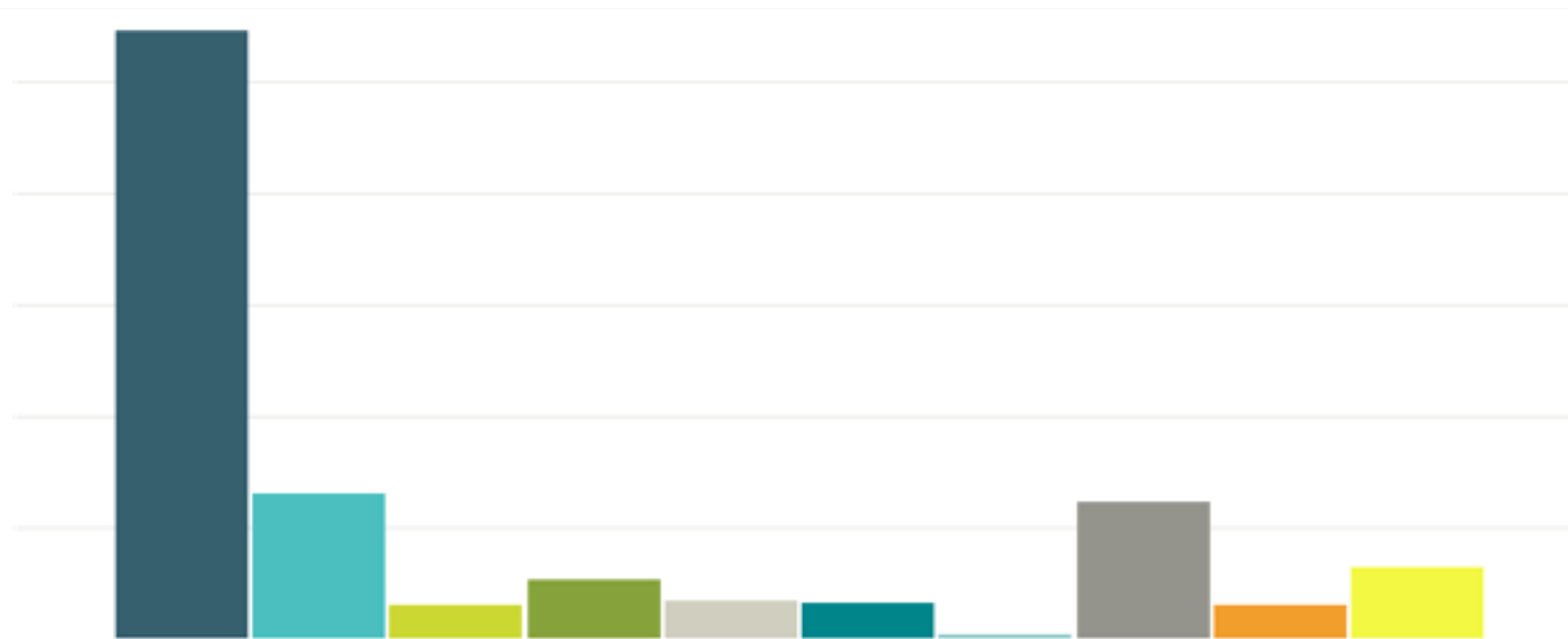
5

Writes first and last names and/or other names

6



Students with Angelman



Skipped: 163 Answered: 410

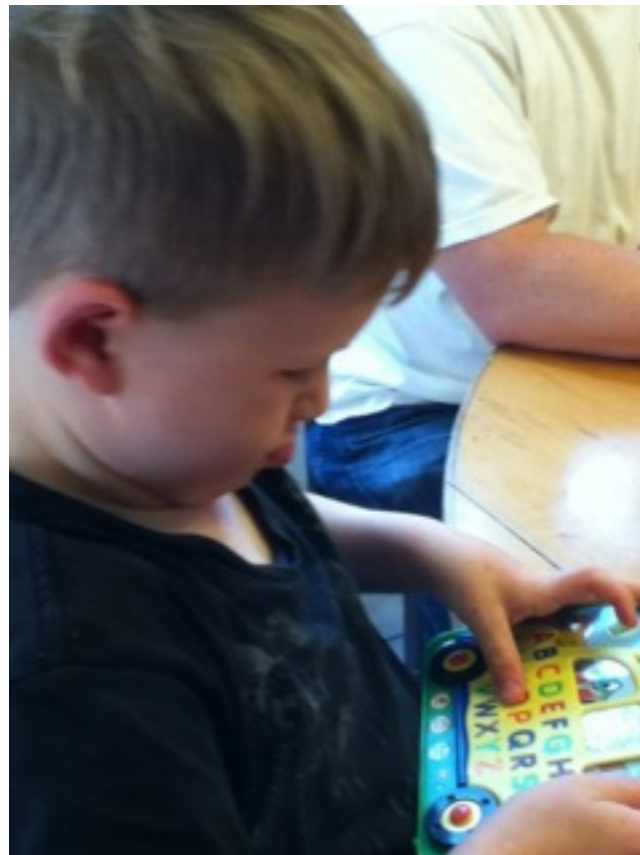
Does not make any mark or scribble to represent his or her name	67%	273
Makes an inconsistent or random mark or scribble to represent his or her name	16%	65
Makes a consistent mark or scribble to represent his or her name	4%	15
Makes letter-like forms in scribble to write name: not legible but clearly intentional	6%	26
Writes some letters to form his or her name (not necessarily in order)	4%	17
Writes his or her name in recognizable form	4%	16
Writes his or her first name and last name	0%	2
Stamps name with a prompt	15%	61
Stamps name without a prompt	4%	15
Other (please specify)	8%	32 >

The Bridge

Alphabet Knowledge

7. How does _____ interact with/use letters of the alphabet?

Explores and plays with alphabet materials	Knows that letters are different from pictures and shapes	Recognizes first letter in his/her name (says, writes, points to)	Recognizes other letters in own and/or others' names	Identifies specific letters in own or others' names	Identifies at least 10 letters
1	2	3	4	5	6



Sarah

Hddudjdidkfk

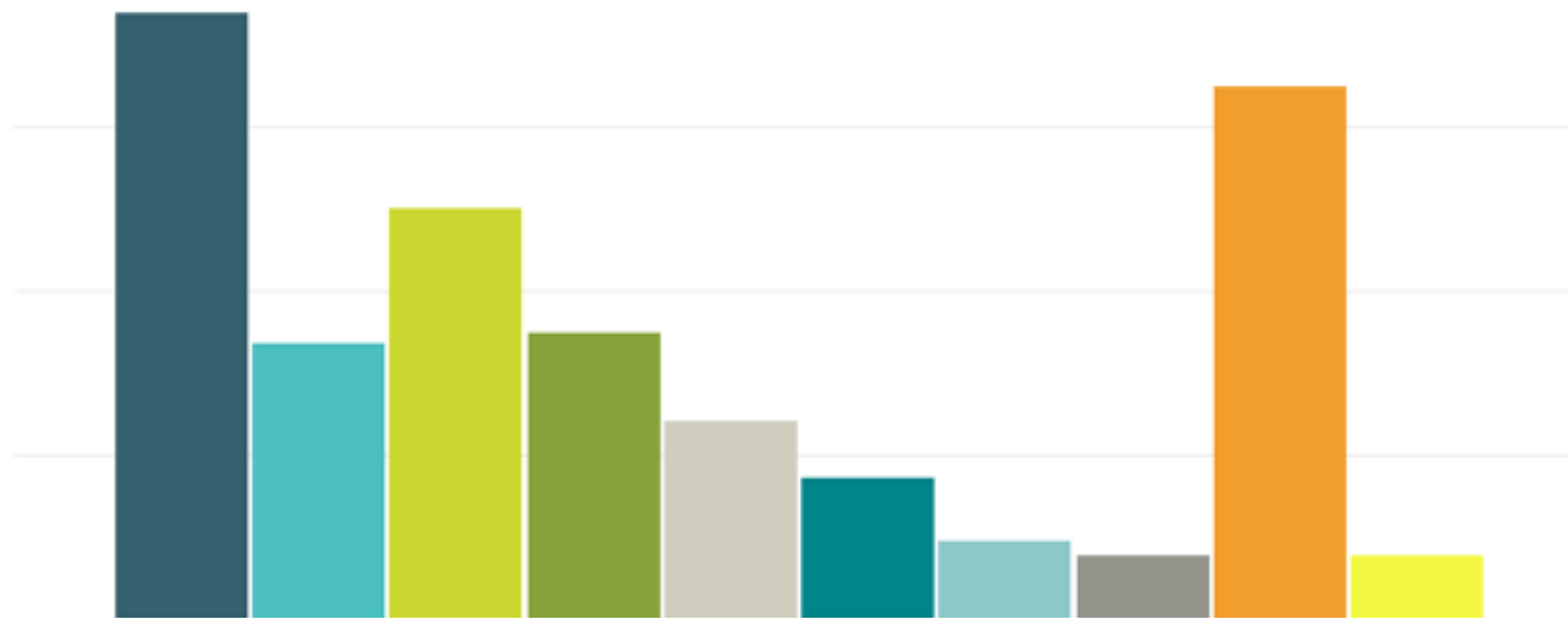
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gytggfteeeehduhffuhjjajegpfdpf
jdjrrreeeweëëëëëëëëeeweeewrwe
eeeeefgbfm bank
Sjdudmhsnsejdshxbzbzba

Fdhddudsyssidjkdysyyeyr

Students with Angelman



Skipped: 157 Answered: 416

Explores and plays with alphabet materials or toys	44%	185
Knows that letters are different from pictures and shapes	20%	84
Recognizes first letter in his or her name	30%	125
Recognizes other letters in his or her name	21%	87
Identifies specific letters in own or other's name	14%	60
Identifies at least 10 letters	10%	43
Identifies most of the letters of the alphabet	6%	24
Knows all of the letters of the alphabet	5%	19
Does not play with or engage with letters of the alphabet	39%	162
Other (please specify)	5%	19 >

The Bridge

Phonological/Phonemic Awareness

8. How does _____ demonstrate phonological awareness?

Participates in familiar
sound and word
play, songs, finger
plays through
visual cues and
imitation

1

Follows rhythmic
beat of language
and music

2

Identifies/names
sounds in the
environment

3

Repeats
rhythmic patterns
in poems and
songs

4

Awareness that
different words begin
with the same
sound

5

Identifies some
initial letter sounds
and/or makes
some letter-
sound matches

6

The Bridge

9. How does _____ demonstrate phonemic awareness?

Recognizes sounds
of language by
completing familiar
rhymes

1

Plays with sounds
of language by
identifying and/or
creating rhymes

2

Plays with sounds
of language by
substituting initial
sounds and/or
creating alliterative
pairs

3

Can segment a
sentence into
words

4

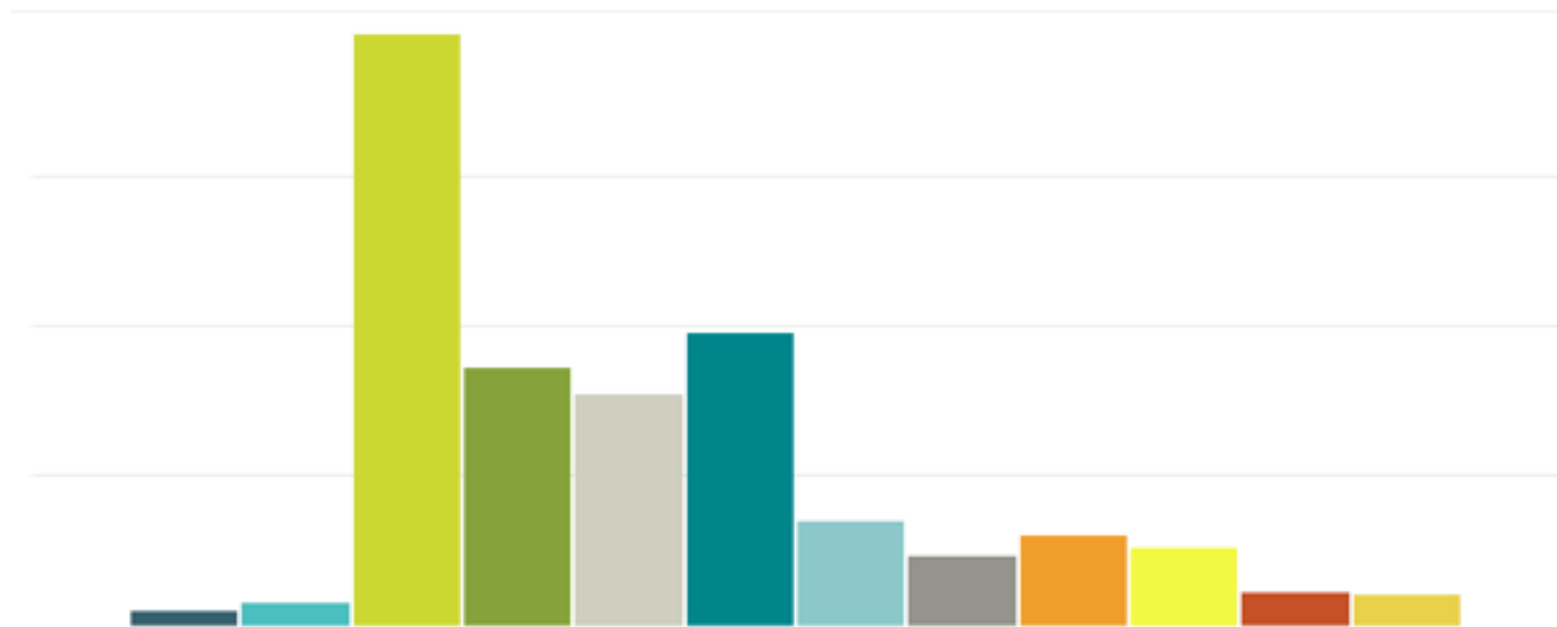
Can segment and
blend syllables
(*hap-py*)

5

Can segment and
blend onset
rime (*b-ug = bug*;
r-ug = rug)

6

Students with Angelman



Skipped: 154 Answered: 419

Does not respond to spoken language	2%	10
Does not respond to songs or singing	4%	15
Clearly enjoys music	94%	395
Participates in familiar sound and word play	41%	172
Imitates actions during songs	37%	154
Follows a rhythmic beat in songs or language	47%	195
Identifies or names sounds in the environment	16%	69
Repeats rhythmic patterns in poems or songs	11%	47
Has awareness that different words begin with the same sound	14%	60
Identifies some initial letters sounds or makes some letter-sound matches	12%	52
Knows the sounds of all the letters of the alphabet	5%	22

The Bridge

Oral Language (Related to Literacy Activities)

10. How does _____ interact during literacy-related activities?

Vocalizes during
literacy
activities

1

Looks at or points
to pictures, symbols,
props

2

Labels pictures,
actions

3

Makes comments,
relates stories to
personal experiences

4

Asks/answers
questions
about the story

5

Retells a simple
story with
activity in sequence

6



Students with Angelman



Skipped: 162 Answered: 411

Vocalizes during literacy activities	44%	182
Looks at pictures and symbols in books	80%	327
Points to pictures and symbols in books	47%	192
Looks at or point to props during storytelling (such as a doll with a story)	31%	129
Labels pictures in stories	9%	36
Comments on stories	7%	28
Relates stories to own personal experience	4%	18
Asks questions about the story	3%	11
Answers questions about the story	9%	37
Retells simple stories by sequencing the steps	2%	9
Retells stories in other ways	3%	11
Does not interact during literacy-related activities	12%	50
Avoids literacy-related activities, such as by walking away	11%	46

The Bridge

11. How does _____ engage in storytelling?

Imitates actions,
sound effects,
words from
stories

1

Spontaneously uses
actions, sounds,
words from
familiar stories

2

Uses storybook
language from
familiar
stories

3

Answers
questions
related to
familiar stories

4

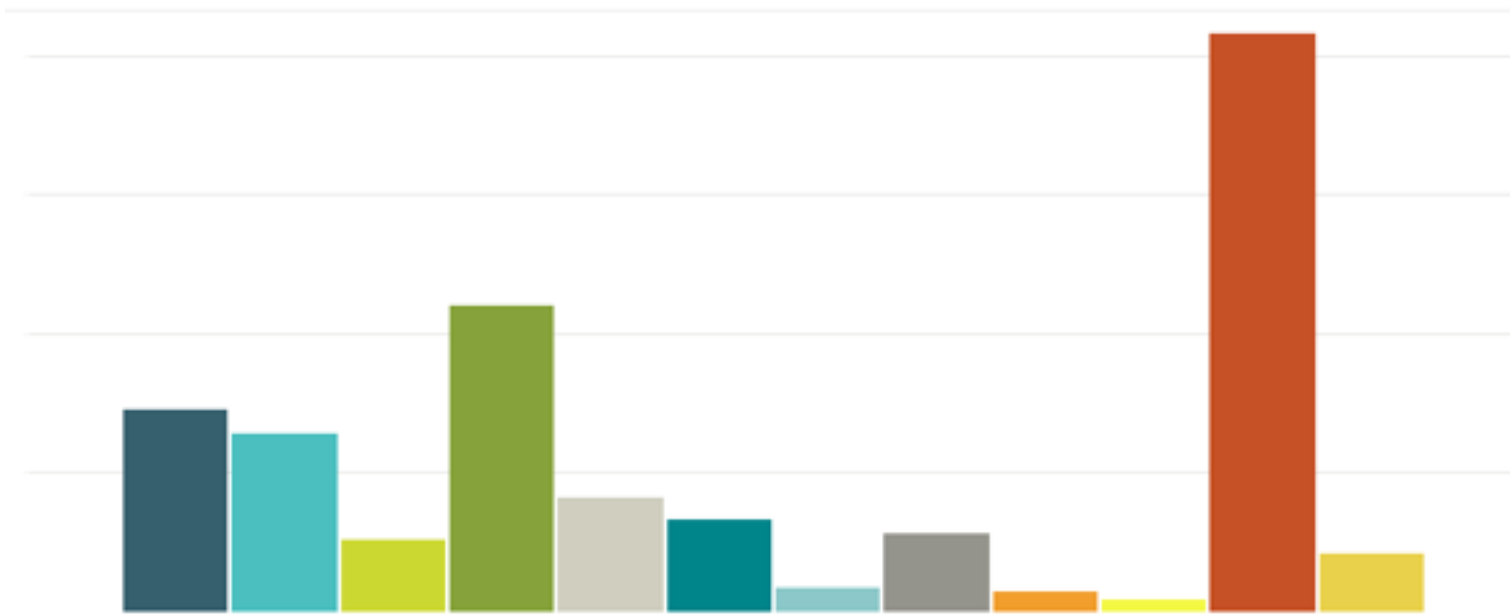
Predicts what
might happen
in unfamiliar
stories

5

Tells an original,
simple story

6

Students with Angelman



Skipped: 198 Answered: 375

Imitates actions from stories	19%	73
Imitates sound effects from stories	17%	64
Imitates words from stories	7%	26
Anticipates specific parts of familiar stories	29%	110
Spontaneously uses actions from familiar stories	11%	41
Spontaneously uses sounds from familiar stories	9%	33
Uses storybook language from familiar stories in own communication	2%	9
Answers questions about familiar stories	7%	28
Predicts what might happen unfamiliar stories	2%	7
Tells original simple stories	1%	4
Does not appear to engage in storytelling	55%	208
Other (please specify)	6%	21 >

Use the Bridge results to:

- Describe the student's baseline
- Track progress over time
- Investigate gaps and inconsistencies in skills and understandings
- Beware of “NA”: problem-solve!
- Use as a guide to foster opportunities

Kathy Staugler's literacy rubric

	Early Emerging Literacy		Transitional Emerging Literacy		Early Conventional
	<i>(1 point) Interest/Awareness</i>	<i>(2 point) Participation</i>	<i>(3 points) Recognition</i>	<i>(4 points) Demonstration</i>	<i>(5 points) Purposeful Engagement</i>
Phonemic Awareness	Shows some interest or enjoyment in rhyme play activities	Participates during rhyme play by repeating words of similar sound patterns	Attempts to create word similarities, such as rhyme or initial sound patterns	Identifies similarities and differences of sounds within words; Identifies some letters	Creates new words within word families; associates consonant letters and sounds
Concepts of Print	Shows beginning interest or attention to book reading	Attends to story reading and graphics with minimal prompts	Recognizes left to right sequence of text within page format	Follows the left- right; top-bottom flow of text and page to page progression of stories	Reads words in text while following a left-right; page to page flow
Word Recognition	Shows beginning interest or attends to graphics or pictures	Identifies named pictures or graphics	Recognizes familiar signs, names, or text words with graphic support	Identifies some text words without graphic support	Identifies an increasing # of high frequency sight words
Fluency	Shows beginning awareness of repetitive lines in story reading	Participates with a repetitive line during story reading	Predicts or repeats repeated lines within a story	Attempts to read/reread text within a repeated story.	Reads text for a purpose: Reads familiar stories with varied text patterns
Comprehension	Shows indications of spoken word and object recognition within own experiences	Associates spoken word to graphics within a story page read	Associates connected speech with supporting graphics during story reading	Fills in open ended sentences and omitted words during repeated stories	Engages in "retell" activities and responds to questions that represent comprehension

Total Score	Early Emerging Literacy: 0 - 5	Early Transitional Emerging Literacy 6 - 10	Transitional Emerging Literacy 11- 15	Late Transitional Emerging Literacy 15 - 20	Early Conventional Literacy 21 - 25

Directions: Engage the student in story reading and/or reading related activities. Observe student's behaviors and level of participation. Mark the space in each row that most clearly defines the student's level of concept understanding. Calculate the total points for the student. Within each of the five areas, note the level of text that you should select to help the student move further in their skill and understanding.

Student Name _____ Date _____ Assessed by _____

The Developmental Writing Scale

Table 2. Developmental writing scale for beginning writers^a

Levels	Scoring Criteria	Description	Accommodations
1	Drawing	Lines and curves that appear to represent objects	Selection of a picture by a child who cannot hold a traditional pencil or marker
2	Scribbling	Continuous vertical, circular, or wavy lines arranged linearly across the page, which may include letter-like forms, but with the majority of shapes not recognizable as letters.	If a child uses a keyboard, this level would not be used
3	Letter strings (no groups)	Handwritten or typed strings of letters but not grouped into words. Examples: <i>ttttt</i> <i>ksbpppns</i>	Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
4	Letter strings grouped in words	Strings of letters grouped into "words" (i.e., with spaces between at least two groups of letters) but with no intelligible words. Example: <i>iLCR6a iLKVKC CPRSB WRKe BRKe</i>	Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
5	One intelligible word	Strings of letters grouped into "words," with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters. Example: <i>IMPICOTbeC (I am playing outside on the swing.)</i>	Word bank or word prediction software
6	Two to three intelligible words	Two or three different intelligible words embedded in strings, separated by spaces, or in a list format. Single letter words such as "I" and "a" must be separated by spaces to count as an intelligible word. Example: <i>IYTKTOSMNTHETR (I like to swim under the water.)</i>	Word bank or word prediction software
7	Three or more different intelligible words in a list	Three or more related words. Example: <i>Lions Detroit football</i>	Word bank or word prediction software

(continues)



I PD + the hos.

pet

horse.

love

horses.

I IV hrs.

I W I KD IV O

wish

could

live

o FM
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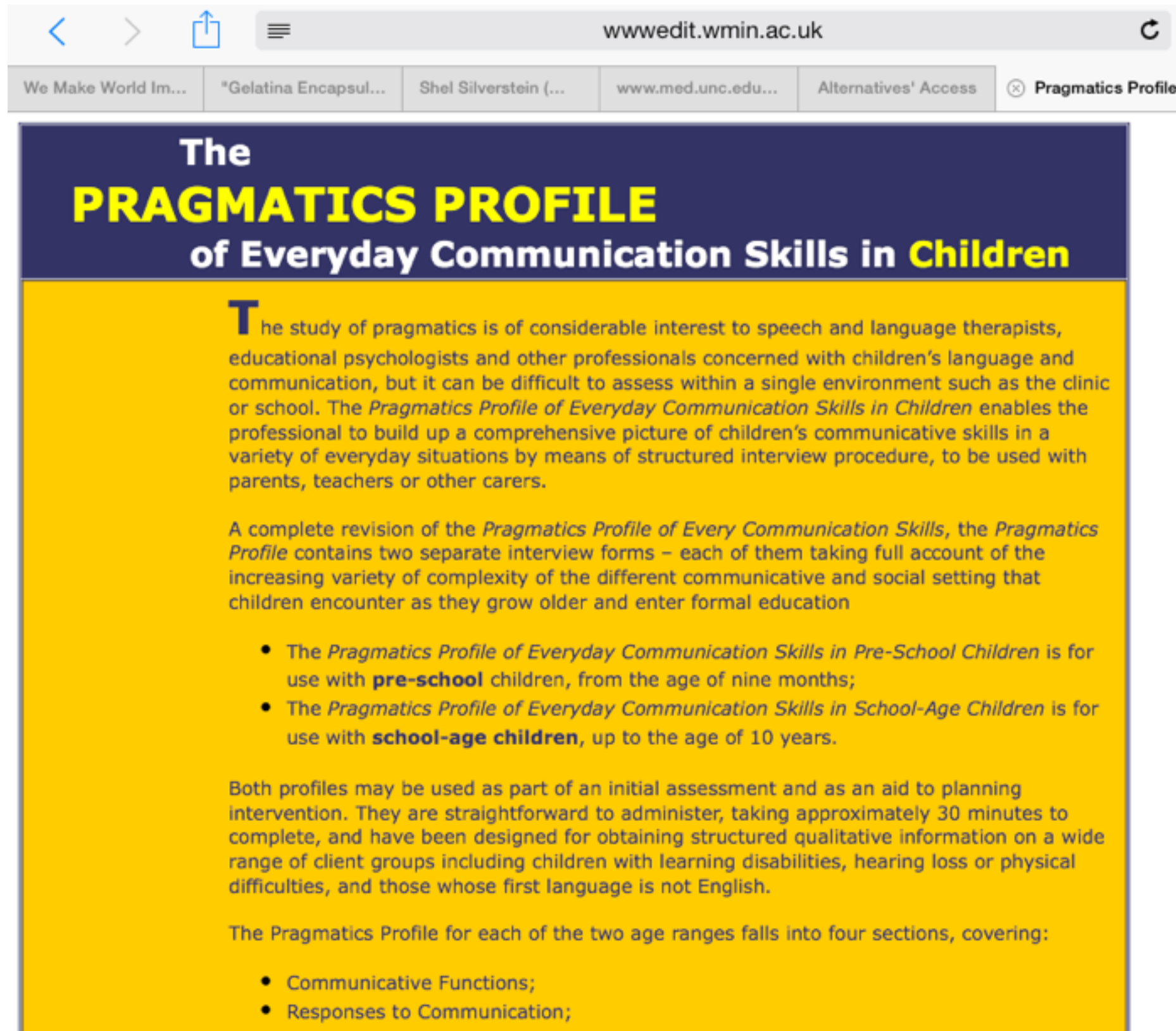
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 oodlo 1000
 Hoi Hoi
 BOEF
 Hoi
 FOF
 FOF
 DFF
 DFF



11.23.13

Kgp g g w a c c a a h j v w
 \ / \ / \ / \ /
 game watch Ana

Pragmatics Profile



The screenshot shows a web browser window with the URL wwwedit.wmin.ac.uk. The browser's address bar and tabs are visible at the top. The main content area has a dark blue header with the title "The PRAGMATICS PROFILE of Everyday Communication Skills in Children" in yellow and white text. Below the header, the text is on a yellow background. It starts with a paragraph about the study of pragmatics, followed by a paragraph about the revision of the profile. Then, there is a bulleted list of two profiles: one for pre-school children and one for school-age children. This is followed by a paragraph about the use of the profiles and another paragraph about the sections of the profile. The list of sections is partially visible at the bottom.

The PRAGMATICS PROFILE
of Everyday Communication Skills in Children

The study of pragmatics is of considerable interest to speech and language therapists, educational psychologists and other professionals concerned with children's language and communication, but it can be difficult to assess within a single environment such as the clinic or school. The *Pragmatics Profile of Everyday Communication Skills in Children* enables the professional to build up a comprehensive picture of children's communicative skills in a variety of everyday situations by means of structured interview procedure, to be used with parents, teachers or other carers.

A complete revision of the *Pragmatics Profile of Every Communication Skills*, the *Pragmatics Profile* contains two separate interview forms – each of them taking full account of the increasing variety of complexity of the different communicative and social setting that children encounter as they grow older and enter formal education

- The *Pragmatics Profile of Everyday Communication Skills in Pre-School Children* is for use with **pre-school** children, from the age of nine months;
- The *Pragmatics Profile of Everyday Communication Skills in School-Age Children* is for use with **school-age children**, up to the age of 10 years.

Both profiles may be used as part of an initial assessment and as an aid to planning intervention. They are straightforward to administer, taking approximately 30 minutes to complete, and have been designed for obtaining structured qualitative information on a wide range of client groups including children with learning disabilities, hearing loss or physical difficulties, and those whose first language is not English.

The Pragmatics Profile for each of the two age ranges falls into four sections, covering:

- Communicative Functions;
- Responses to Communication;

If you know the correct answer and you are waiting for the student to demonstrate the correct answer, its not about emergent communication and its not about emergent literacy.

Assessment and performance are not communication or literacy.

Communication and literacy express the thoughts we didn't know our students were having.

iPad

8:52 AM

100%

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med.unc.edu

+

We Make World Im...

"Gelatina Encapsul...

Shel Silverstein (...)

Emergent Litera...

Alternatives' Access

Pragmatics Profile

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Deaf-Blind Student Case Studies

Top Tools from the Trenches!!!

Predictable Chart Writing

Emergent Literacy Goals

Partner Assisted

Emergent Literacy Goals

Students who are just getting started with literacy may engage in activities in a random and inconsistent manner. This poses serious challenges to educators who are trying to write meaningful IEP goals. This list of sample emergent literacy goals have been designed for students with the most significant disabilities, including deaf-blindness. The goals address communication, shared reading, self-selected reading, self-selected writing, and sound awareness.

 **EmergentLiteracyGoals2009.pdf** — PDF document, 128 kB (131216 bytes)



Addressing the literacy learning needs of persons with disabilities of all ages.

TAR HEEL READER

Tar Heel Reader is a growing free library of accessible, beginning level readers for students of all ages.

**Erin Sheldon** ▶ **Angelman, Literacy, and Education (including Alphabet Therapy)**

October 14 near Kingston

Welcome to Angelman, Literacy, and Education! This Facebook group is intended to help parents, educators, and other professionals maximize literacy learning opportunities for students with Angelman.

This page may seem overwhelming at first! There are many, many documents, strategies, and ideas listed here to help you support your student with Angelman.

To help you get started, go to the Files tab.

The article called "Hanser Emergent Literacy OT Practice" is a short article written to explain emergent literacy to occupational therapists. It is a great introduction to emergent literacy for educators and parents.

Emergent literacy is the behaviours and understandings that all children engage in before they learn to read and write conventional print. We would expect that most students with Angelman will present in the classroom as emergent readers and writers. Emergent skills develop into conventional literacy from a combination of opportunity, experience, and quality instruction.

Children with Disabilities:

Reading and Writing the Four-Blocks[®] Way



- Extensive Examples of Assistive Technology
- Lessons for Each of the Four Blocks
- Variations for Students with Disabilities
- Teacher's Checklist for Each of the Four Blocks
- Commonly Asked Questions



by **David Koppenhaver
and Karen Erickson**

www.aacintervention.com/

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AUGMENTATIVE ALTERNATIVE COMMUNICATION INTERVENTION



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Department of Allied Health Sciences

Center for Literacy and Disability Studies



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PVC Pipe Easel

Tactual Book
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Interaction
Inventory

Deaf-Blind Model Classroom Resources

Includes information on shared reading, chart writing, alphabet activities, remnant books, partner assisted scanning, switch mounts, and downloadable templates for PowerPoint ABC books.



**Deaf-Blind Student
Case Studies (4)**

• Top Tools from the Trenches!!!

The deaf-blind model demonstration classrooms have been working hard to foster meaningful literacy and communication instruction to students with the most significant disabilities, including deaf-blindness. If you are just getting started or just need some ideas, this is a short list of the tools teachers use regularly. Some of these tools are very simple-it doesn't all have to be fancy or expensive!

• Predictable Chart Writing

Predictable Chart Writing is a shared, group writing activity that results in a classroom book. Engaging in writing is typically a challenging and often abandoned activity for students with significant disabilities. This writing activity has been adapted for students who are unable to speak and unable to



*Addressing the
literacy learning
needs of persons
with disabilities of
all ages.*

TAR HEEL READER

Tar Heel Reader is a growing free library of accessible, beginning level readers for students of all ages.

EXEMPLAR TEXT SUPPORTS

A collection of open-source, accessible texts that were created to provide students with significant cognitive disabilities with access to the content of the Exemplar Texts listed in Appendix

Gretchen Hanser's
alternative pencil and
deaf-blind resources



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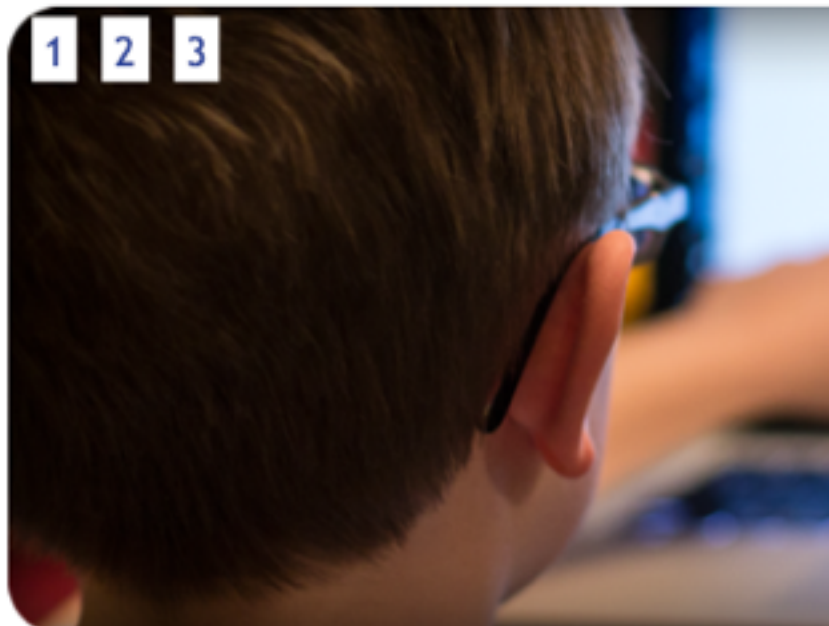
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Project Update— Field Testing

Field testing is in progress
across states in Spring 2014.
Resources for participants are
available.

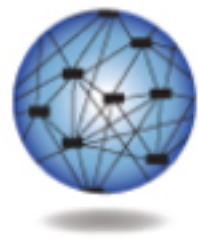
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What's New?

Welcome

The DLM® project is guided by the core belief that all students should have access to challenging grade-level content. The new DLM Alternate





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 **DYNAMIC**
LEARNING MAPS

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