

Where are we and how did we get there?

Pioneers:

- Perception that kids with SSPI would not be capable of literacy. PL94-142 implemented in 1975. Now kids are in homes and schools, but instruction is not inclusive and seldom academic.
- Continues through 80's

Model T

- IDEA in 1990 sees kids included in general ed
- Hard work of AAC/literacy pioneers during 80's and 90's changed fundamental beliefs about literacy learning potential, provided wealth of ideas about teaching EMERGENT literacy skills
- provided:
 - expectation
 - tools, techniques

2008???

- "No more than 10% [of persons who use AAC] can read with comprehension above a second-grade level." K. Erickson, 2003
- Any new stats for 2008? Haven't found any...

Future???

My vision: _____

Why the lag?

- Traditional instruction requires students to demonstrate learning by reading aloud
- focus on teaching sight words only
 - era of whole language
 - incomplete shift in understanding cognitive potential
 - lack of knowledge of *how* to instruct word attack
 - response mode vs. generative mode
- complexity of adapting higher-level materials

- Creativity/time is needed to provide AAC users with alternative “manipulatives”
- physical access issues should not limit academic outcome

The Need

- *TO MAKE READING VISIBLE and TANGIBLE!*
- National Reading Panel recommendations for *comprehensive reading instruction*
 - phonemic awareness (auditory skill)
 - phonics (letter-sound correlation)
 - fluency
 - comprehension
 - vocabulary
 - *motivation* (Joanne Yatvin, Ph.D., NRP minority report)
- extra support for weaker areas
 - build analytical skills for word attack (takes beyond gr. 2 limits)
 - provide ample practice with limited motor demands
- support inclusion--Universal Design for Learning (UDL) -Center for Applied Special Technology)
- keep reading activities ACTIVE and AUTHENTIC

Solutions

- From AAC/literacy research
 - *Children with Disabilities: Reading and Writing the Four-Blocks® Way* by K. Erickson & D. Koppenhaver, 2007
 - Strengths: P. Cunningham’s 4-Blocks strategies used in many classes, incorporates NPR recommendations
 - However: not provide EXTRA practice for p/a & phonics
 - Light & McNaughton: *Maximizing the Literacy Skills of Individuals Who Require AAC*, Nov. 2006
 - Strengths: comprehensive, extra p/a & phonics practice, promising for STRONG foundations
 - However: emergent level only, clinical settings
- David Yoder Distinguished Lecture at 2000 ISAAC conference – call to look outside the field
 - Bear, D.; Invernizzi, M.; Templeton, S.; Johnston, F. (2008) *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th Edition*. Columbus, OH: Prentice Hall.
 - Strengths: strong p/a & phonics practice, highly adaptable, supports inclusion
 - Not intended to be stand-alone literacy program

The Words Their Way Model

- Makes sounds/words TANGIBLE (no need to speak)
- Teaches analytical skills needed to read and write words through the

- PROCESS of categorization (supports use of DEVICES based on categorization)
- using MANIPULATIVES
- Provides large volume of repetition using authentic samples
 - importance and challenge of repetition
 - authentic words scaffold meaning for sound studies
- Lends itself to adaptation

The Strategy

- “I hear and I forget. I see and I remember. I do and I understand.” -- Confucius
- What is the basic WTW strategy?
 - Assess spelling, examine features of errors
 - Sorts (classification)
 - Games

The Application

- preschool through 8th grade or higher
- takes the familiar and provides multitude of applications
 - students can focus on target academic skill
 - staff can adapt materials easily
- supports inclusion through materials appropriate for typical peers and across wide variety of access modes (UDL)
- lots of skill practice with little motor demand

Modes of access

Consumables

- writing
- scribe (peer or aide)
 - eye gaze
 - switches
 - VOCA
- cut and paste
- stick-on
 - Avery labels
 - double-sticky tape & freezer paper

Re-usable

- index or Velcro cards
- Braille cards
- Computer activities
 - Classroom Suite v. 4
 - WordSort software

My ideas: _____

Manipulate items or headings?

Items

- writing
- cut/paste
- stick-ons
- pocket or Velcro chart (name badge sleeves)
- AAC device
- computer software

Headings

- eye gaze
- switches
- simple VOCA
- computer software

My ideas: _____

Fluency

Accommodate ocular motor difficulties

- Individual words/chunks of text flashed on screen:
 - WordFlashReader
- Highlighted individual words in text
 - MS Word via WordTalk
(<http://callcentre.education.ed.ac.uk/wordtalk/html/download.html>)
 - Read Please 2003 (<http://www.readplease.com/>)
 - Wynn
 - Classroom Suite
 - NaturalReader (free and professional versions)

Writing

- Strong knowledge of spelling patterns, large vocabulary, and word derivation allows students to concentrate on content
 - with word prediction
 - without

Assessment

- Authentic activities
- APAR
- Classroom Suite 4

My Ideas: _____

Web Resources

Words Their Way: Advancing literacy for AAC users

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<http://www.intellitools.com/default.aspx> Ordering information for IntelliTools Classroom Suite 4. You can download a free 30-day trial copy at http://www.intellitools.com/classroom_suite/download.aspx?site=itc.

http://wps.prenhall.com/chet_bear_words_3 for Words Their Way information. See pull-down menu for sample activities and word sorts for 3rd edition. The current 4th Ed. can be purchased at bookstores or ordered from online retailers, including Overstock.com, Amazon.com, Borders.com, and others.

http://mcn.ed.psu.edu/dbm/Light_Reading/index.htm (particularly p. 18) Janice Light's presentation at Penn State, *Maximizing the Literacy Skills of Individuals Who Require AAC*.

<http://www.cast.org/> Resource for Universal Design for Learning. Here you can read the research and download the book *Teaching Every Student*, <http://www.cast.org/teachingeverystudent/ideas/tes/>.

http://www.donjohnston.com/products/teacher_resources/children_with_disabilities/index.html (best price) or www.carsondelosa.com for *Children with Disabilities: Reading and Writing the Four-Blocks Way* by Karen Erickson and David Koppenhaver (ISBN 978-1-60022-125-5)

Software downloads

WordSort® <http://www.hendersonedsoft.com/> Supports *Words Their Way* with pre-made sorts for sound/pattern groups. Can be accessed by keyboard, mouse, switches, adaptive keyboard, or printed as cards. One free copy to educators; otherwise, \$30/single copy or \$200/site license for 10 computers.

WordFlashReader (<http://wordflashreader.sourceforge.net/>) Presents imported text in single words or chunks of user-determined size. Allows pause, rewind, fast forward, rate changes using keystrokes; saves place at closing

ReadPlease 2003 (<http://www.readplease.com/>) Advantages: copy/paste any text, easily vary text size and reading speed, highlights words while reading aloud. Disadvantages: Limited window size, must import text to ReadPlease

TextAloud (<http://www.nextup.com/TextAloud/index.html>) Free trial for 15 days, otherwise available for \$29.95; can purchase add-on voices from AT&T, NeoSpeech, and Cepstral. Advantages are full-screen capability, highlights words as it reads, able to edit pronunciation, compatible with high-end voices.

NaturalReader (free and professional versions available) from <http://www.naturalreaders.com/download.htm> Advantages: Highlights both the spoken word and the sentence in which it is found. Can be upgraded to AT&T Natural Voices or NeoSpeech voices. Free version has some pesky advertising.

WordTalk(<http://callcentre.education.ed.ac.uk/wordtalk/html/download.html>) Advantages: works within Word, can be installed to start up with Word, allows full screen window without requiring export. Highlights each word as spoken. Disadvantages: works only with MS Word

PowerTalk (<http://fullmeasure.co.uk/powertalk/>) Reads aloud PowerPoint (only) text.

Assessment of Phonological Awareness and Reading (APAR) (<http://elr.com.au/apar/index.htm>) Useful for collecting data on phonological awareness or use of phonics skills. Can be accessed through multiple modalities, including scanning.

Other Resources

<http://aex.intellitools.com/main.php> IntelliTool's Activity Exchange for literacy activities submitted for use with Classroom Suite.

List of Braille fonts: <http://www.tsbvi.edu/Education/fonts.html>. I especially like this one: <http://pagespro-orange.fr/dephitro/ZIP/braille.zip>, Freeware.

<http://www.bookshare.org> Subscription service free to students with print disabilities to use at school and home. Offers over 35,000 digitized books and periodicals in Braille and e-text for free download, along with Victor Reader text-to-speech software (<http://www.bookshare.org/web/MembersDownloads.html>) at no charge.

“What Works Clearinghouse” (USDeptEd) <http://ies.ed.gov/ncee/WWC/reports/topic.aspx?tid=01> for research on reading programs (ie: Earobics, Lindamood Bell)

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Words Their Way: Advancing literacy for AAC users

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- <http://www.cast.org/teachingeverystudent/ideas/tes/>
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