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– Additional handouts available at: <http://bit.ly/FosteringEmergentLiteracy> –

### LITERACY DEFINED

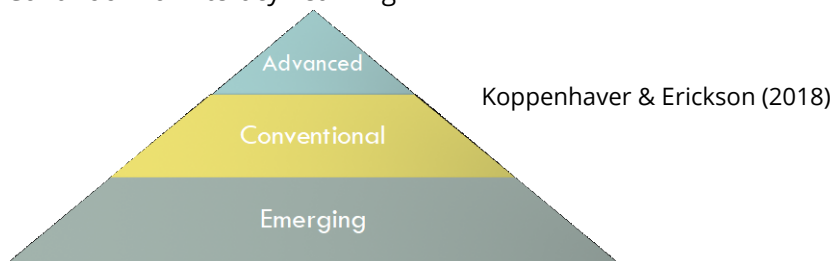
- “Teaching literacy is the single most empowering thing we can do for individuals who use AAC” (Lindsay, 1989)
- 90% of people using AAC enter adulthood without acquiring functional literacy skills (Foley & Wolter, 2010)

### EMERGENT LITERACY: DEVELOPMENTAL PERSPECTIVE

- Reading, Writing, Speaking, & Listening happen concurrently and interrelatedly, not sequentially (Koppenhaver et. al, 1991).
- Literacy is a continuum that starts at birth (Koppenhaver et. al, 1991).
- Chall’s Six Stages of Reading Development  
<https://www.theliteracybug.com/stages-of-literacy/>
- Emergent literacy may not look like typical reading and writing.
- Literacy is learned through observation and interaction with others and reading materials.
- It is fostered through positive, meaningful, and functional activities (Koppenhaver et. al, 1991).

### FOSTERING EMERGENT LITERACY WITH AAC

- Continuum of Literacy Learning



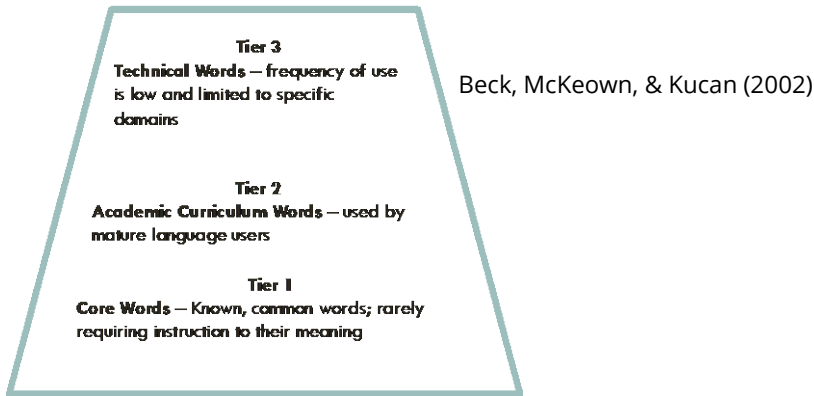
- A person is in the emergent category if you answer “no” to one or more of the following:
  - Does he/she know all the letters?
  - Is he/she actively engaged in shared reading?
  - Does he/she have a consistent means of communication and/or interaction?
  - Does he/she understand that writing involves letters/words?

### 1) Provide Access to an AAC System with Core

What is core vocabulary and why is it important to literacy development?

- It makes up 80% of our spoken language. Banajee, DiCarlo, & Buras-Stricklin (2003) found that there were 26 words that composed 96% of what children in an early childhood setting were saying.
- It lays the foundation for later learning


#### 3-Tier Model for Choosing Vocabulary



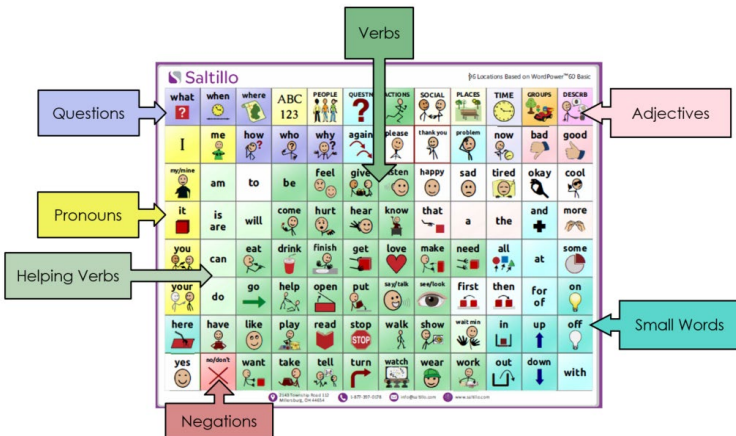
- It has a large overlap with sight words.

Dutch Pre-Primer Word List (40 words)

A	Find	Is	Not	Three
And	For	It	One	To
Away	Funny	Jump	Play	Two
Big	Go	Little	Red	Up
Blue	Help	Look	Run	We
Can	Here	Make	Said	Where
Come	I	Me	See	Yellow
Down	In	My	The	You



How is core vocabulary represented in WordPower?



2) Engage in Shared Reading

- Shared Reading is the interaction that occurs when a child and adult look at or read a book together (Ezell & Justice, 2005).

- Benefits of shared reading:

Actively participate in reading	Recognize letters and sounds in the context of the words of the story
Learn to predict how a story will progress	Understand concepts of the printed word
Understand that illustrations can help construct meaning	Use structural and visual cues to aid them in the reading process
Increase and develop new vocabulary	Sequence story events
Discover and implement reading strategies	

- Video Examples with AAC  
<http://bit.ly/ReadingWP60>  
<http://bit.ly/kimrankin>  
<https://youtu.be/qTuRjwXGCj8>

- Modeling without Expectation (Aided Language Input)



- Purpose of modeling without expectation during shared reading:

expose child to vocabulary   
 have a positive interaction   
 learn how to model   
 build confidence

- Create visual supports using Chat Editor Emulation software  
[www.saltillo.com/oh-the-things-you-can-do](http://www.saltillo.com/oh-the-things-you-can-do)
- Repetition with Variety. Read DIFFERENT books, with DIFFERENT people, for different reasons.
- Selecting/Creating books  
<http://tarheelreader.org>  
<http://bit.ly/kimrankin>  
<http://bit.ly/RepetitiveBooks>  
<https://www.goodreads.com/shelf/show/repetitive>  
<https://aaalanguage.com/>  
<https://saltillo.com/chatcorner>

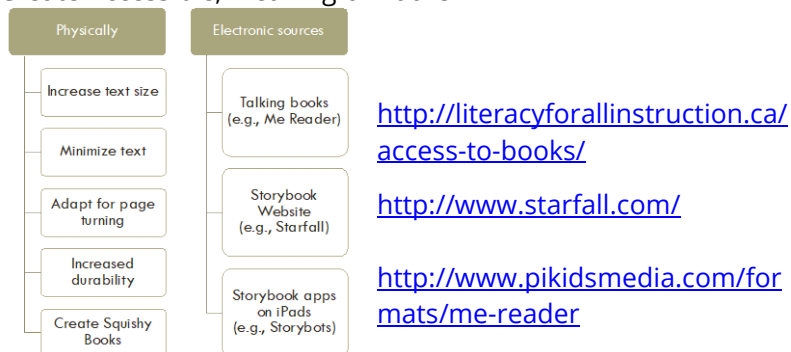
- Strategies for Shared Reading with AAC; Table 12.1 (Light & McNaughton, 2009) cited in Beukelman & Mirenda (2013)

STRATEGY	DESCRIPTION
Select appropriate books	Motivating & Age appropriate
Introduce book topic	Think aloud; Relate to their experiences
Introduce new vocabulary	Explain new concepts using visuals and AAC
Read the book	Point to words as you read
Wait expectantly	Pause regularly and look to provide opportunities
Ask appropriate questions	Open-ended; predictions; opinions; "What think"?"
Model use of speech + AAC	Read and point to symbols on AAC system
Respond to communicative attempts	Shape, expand, acknowledge
Encourage learner to retell story	Through repeated readings; cloze procedures ; visual sequences

- Evidence-based techniques to implement shared reading
  - Read-Ask-Answer Prompt (Binger, Kent-Walsh, Ewing, & Taylor, 2010)
   
[http://www.kansasasd.com/webinar\\_attach/1360809011\\_RAA\\_RAAPEXample.pdf](http://www.kansasasd.com/webinar_attach/1360809011_RAA_RAAPEXample.pdf)
  - Anchor-Read-Apply (Erickson & Hatch)
   
<https://www.dlmpd.com/teaching-text-comprehension-anchor-read-apply/>
  - Comment-Ask-Respond (Notari-Syverson, Maddox, & Cole, 1999)
   
<http://www.janefarrall.com/wp-content/uploads/2015/05/Shared-reading1.pdf>
- Tell Me: AAC in the Preschool Classroom (Zangari & Wise, 2017)
   
<https://www.attainmentcompany.com/tell-me-program>

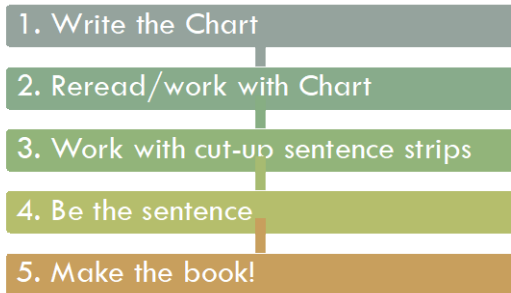
### 3) Make Reading Available

- Prioritize Reading:
  - Create a reading space
  - Build in time for reading
  - Teach child how to request to read or be read to
- Create Accessible, Meaningful Books



<ul style="list-style-type: none"> <li>• Provide or create interesting books</li> <li>• Remnant books <a href="https://www.med.unc.edu/ahs/clds/files/how-to-handouts/RemnantBooks_000.pdf">https://www.med.unc.edu/ahs/clds/files/how-to-handouts/RemnantBooks_000.pdf</a></li> <li>• Squishy books <a href="http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-5-5a.pdf">http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-5-5a.pdf</a></li> </ul>													
4) Engage in Early Writing													
<ul style="list-style-type: none"> <li>• What is early writing? Exploring writing tools (e.g., mouthing, holding) Random scribbling Scribbling with letter like forms. Drawing simple pictures that have meaning to the child. Using print to make signs, labels, etc. Using many letter-like forms Using Written words Spelling phonetically Spelling conventionally <a href="https://ldaamerica.org/early-writing-why-squiggles-are-important/">https://ldaamerica.org/early-writing-why-squiggles-are-important/</a></li> <li>• Benefits of early writing</li> <li>• Getting Started: something to write on, write with, write about</li> <li>• Use an Alternative Pencil: “anything that provides a person with access to all 26 letters of the alphabet (Hanser, 2009)             <ul style="list-style-type: none"> <li>○ Learn more: <a href="http://alternativepencils.weebly.com/">http://alternativepencils.weebly.com/</a> <a href="http://literacyforallinstruction.ca/alternative-pencils-2/">http://literacyforallinstruction.ca/alternative-pencils-2/</a></li> <li>○ Watch in action: <a href="https://www.youtube.com/watch?v=cNhGRRq8TpM&amp;t=107s">https://www.youtube.com/watch?v=cNhGRRq8TpM&amp;t=107s</a></li> </ul> </li> <li>• Use Save Message on Stories &amp; Scripts as a writing tool <a href="https://youtu.be/L6YWLIEXwug">https://youtu.be/L6YWLIEXwug</a></li> <li>• Create a button to take a photo via “Take Photo” button action <a href="https://youtu.be/wo2tDuLHmsc">https://youtu.be/wo2tDuLHmsc</a></li> <li>• Create opportunities to write             <table border="0" data-bbox="203 1690 876 1932"> <tr> <td>Sign in/out of school</td> <td>Make Classroom signs</td> </tr> <tr> <td>Write a journal entry in response to a daily question</td> <td>Write Books</td> </tr> <tr> <td>Make Christmas/Birthday list</td> <td>Make Grocery/To Do lists</td> </tr> <tr> <td>Sign name on thank you Cards</td> <td>Write text for remnant book</td> </tr> <tr> <td>Compose Emails/Text messages</td> <td>Write comic strip captions</td> </tr> <tr> <td></td> <td>Sign up for daily jobs</td> </tr> </table> </li> </ul>	Sign in/out of school	Make Classroom signs	Write a journal entry in response to a daily question	Write Books	Make Christmas/Birthday list	Make Grocery/To Do lists	Sign name on thank you Cards	Write text for remnant book	Compose Emails/Text messages	Write comic strip captions		Sign up for daily jobs	
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- Provide instructional Feedback (Hanser, 2014), e.g., “You wrote a lot of letters. This is how I write letters too.”
- Predictable Chart Writing: “a fun, easy, shared writing activity that supports emergent and conventional writers and readers” (Hanser, 2005).  
<http://predictablechartwriting.weebly.com/>



### 5) Letter Sounds & Phonological Awareness

- People who use AAC can learn letter-sound correspondence. The time to acquire will vary based on internal and external factors.
- Suggestions for considerations Light & McNaughton (2009) cited in Beukelman & Miranda (2013)
  - Teach one letter sound at a time
  - Teach letter sounds first, letter names later.
  - Suggested order for introduction:  
a, m, t, p, o, n, c, d, u, s, g, h, i, f, b, l, e, r, w, k, x, v, y, z, j, q
- Phonics Page/Keyboard on AAC System



### ADDITIONAL RESOURCES

- Product & Implementation Webinars: <https://saltillo.com/webinars>
- Video Tutorials: <https://saltillo.com/videos/>
- Implementation Ideas and Supports: <https://saltillo.com/implementation>

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