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### LITERACY DEFINED

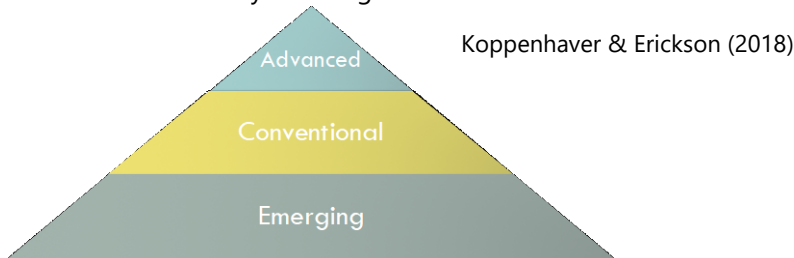
- “Teaching literacy is the single most empowering thing we can do for individuals who use AAC” (Lindsay, 1989).
- 90% of people using AAC enter adulthood without acquiring functional literacy skills (Foley & Wolter, 2010).

### 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?

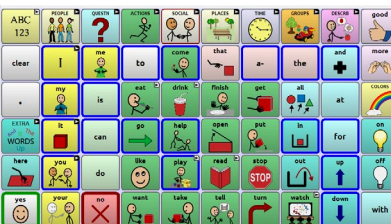
### 1) Provide Access to an AAC System with Core

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 has a large overlap with sight words.

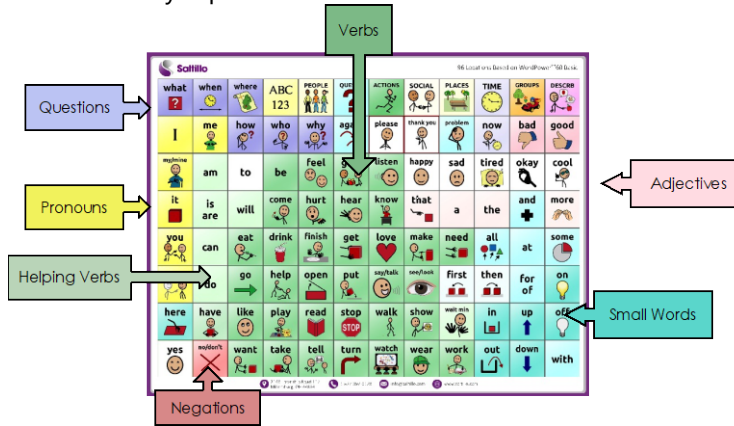
**Dutch Pre-Primer Word List (40 words)**

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



Beck, McKeown, & Kucan (2002)

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	

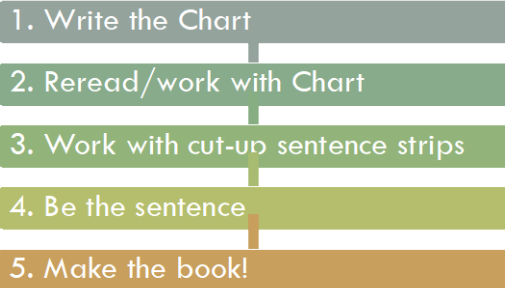
- Video Examples with AAC  
<http://bit.ly/ReadingWP60>  
<http://bit.ly/kimrankin>  
<https://youtu.be/qTuRjwXGCj8>

### 3) Engage in Early Writing

- 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
- <https://ldaamerica.org/early-writing-why-squiggles-are-important/>
- Benefits of early writing
- Getting Started: something to write on, write with, write about
- Use an Alternative Pencil: "anything that provides a person with access to all 26 letters of the alphabet (Hanser, 2009)
  - Learn more: <http://alternativepencils.weebly.com/>  
<http://literacyforallinstruction.ca/alternative-pencils-2/>
  - Watch in action: <https://www.youtube.com/watch?v=cNhGRRq8TpM&t=107s>
- Use Save Message on Stories & Scripts as a writing tool  
<https://youtu.be/L6YWLIEXwug>
- Create a button to take a photo via "Take Photo" button action  
<https://youtu.be/wo2tDuLHmsc>
- Create opportunities to write
 

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
- 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/>



### 4) 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 & Mirenda (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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