



International Society for  
Augmentative and Alternative Communication

**WELCOME BIENVENIDOS**  
**ISAAC MEXICO**  
**PRE-CONFERENCE WORKSHOP SERIES**



### **Presenters:**

Dr. Karen Erickson. Director of the Center for Literacy and Disability Studies, Professor in the Division of Speech and Hearing Sciences in the Department of Allied Health Sciences at the University of North Carolina at Chapel Hill. David E. and Dolores "Dee" Yoder Distinguished Professor.

Dr. Lori Geist. Certified Speech-Language Pathologist with expertise in Augmentative and Alternative Communication. Member of the research faculty of the University of North Carolina.

### **Interviewer:**

Gaby Berlanga, SLP. Vice President for Conferences – Conference co-chair, ISAAC

### **Date and Time:**

December 15th, 12:00 ET

9:00 San Francisco

11:00 Ciudad de México

12:00 Toronto, Nueva York, Quito, Lima

14:00 Santiago, Buenos Aires

18:00 Madrid



**The session will have consecutive translation into Spanish**

# Comprehensive Literacy Instruction in AAC

Karen Erickson, Ph.D. & Lori Geist, CCC-SLP, Ph.D.  
Center for Literacy & Disability Studies

<http://www.med.unc.edu/ahs/clds>

ISAAC Webinar  
December 15, 2020



SCHOOL OF MEDICINE  
Allied Health Sciences



Center for Literacy  
and Disability Studies

# Introductions

## Center for Literacy and Disability Studies

- <http://www.med.unc.edu/ahs/clds>
- David Koppenhaver, Jim Cunningham, David Yoder
- Penny, Claire, Nancy, Charna, Nistasha, Kathryn, Sofia, Julia, Danielle, Susie, Skip, Pam, and so many more...

### Projects:

#### Dynamic Learning Maps Alternate Assessment

<http://dynamiclearningmaps.org>

<http://DLMPD.com>

#### Project CORE

<http://project-core.com>

#### Tar Heel Shared Reader

<http://sharedreader.org>

#### Building Bridges

<http://buildingbridges-ela.com>

# Literacy is Important for Everyone

- Literacy levels are directly related to educational achievement (Nguyen et al., 2017)
- Literacy has a large and statistically significant relationship with employment and earnings (de Baldini Rocha, & Ponczek, 2011; Heisz, Notten, & Situ, 2016) even after controlling for education levels (Kerckoff et al., 2001)
- Higher literacy levels are associated with better health outcomes (Berkman et al., 2011; DeWalt et al., 2004; Kutner et al., 2006)

# Literacy is Especially Important in AAC

- Supports precise communication.
- Fills the gaps between receptive and expressive vocabulary.
  - School-aged students acquire 3,000+ new words each year (Miller & Gildea, 1987; Nagy & Herman, 1987; Nagy, Herman, & Anderson, 1985)
- Allows communication with anyone, about anything, anytime, anywhere.

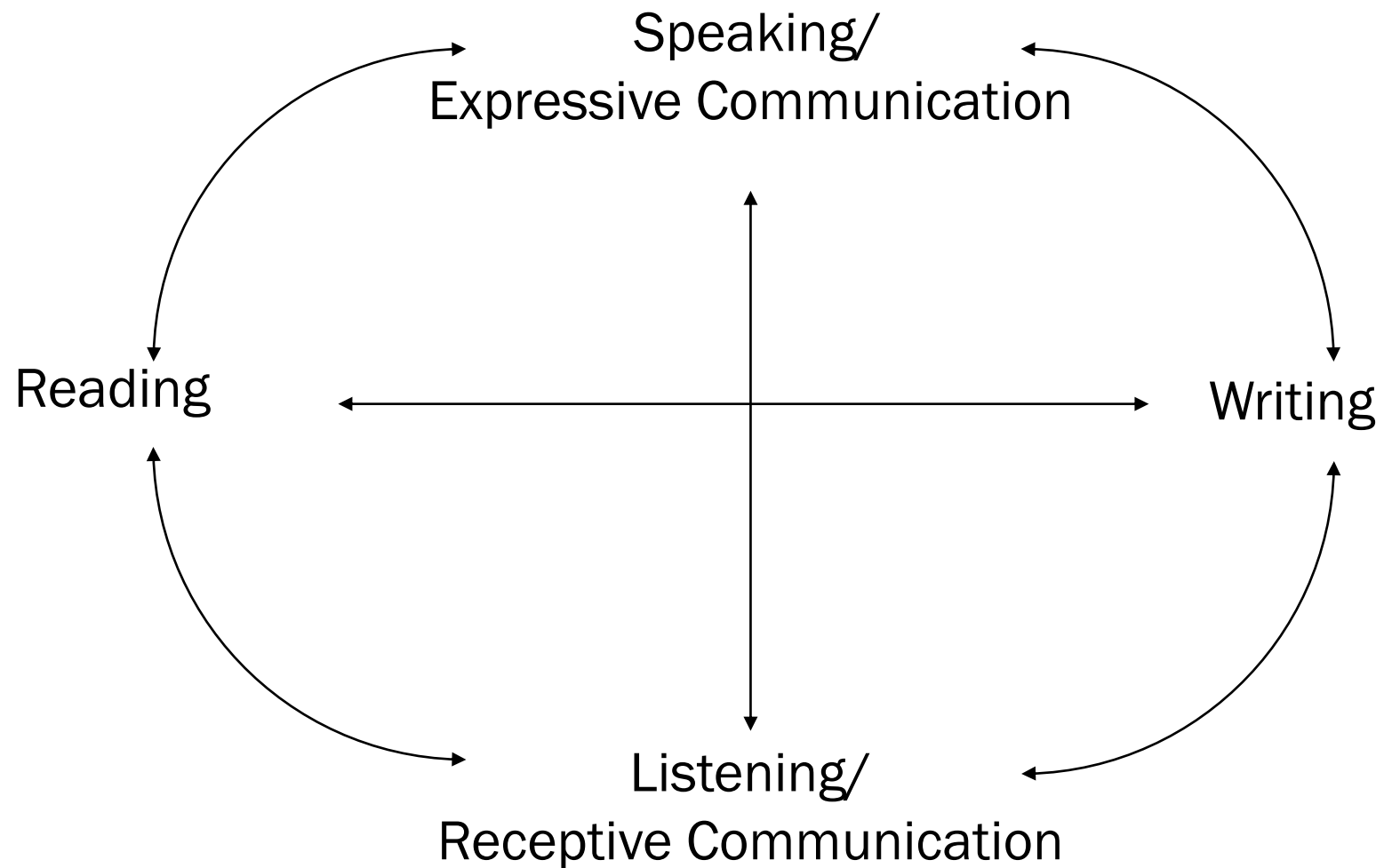
# Why Comprehensive Literacy?



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## Oral and Written Language Development

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



# History of Reductionist Approaches

“reductionist interventions” (Katims, 2000, p. 4)

- Are sequenced and hierarchical
- Employ drill and practice to train skills to mastery
- Focus on skills such as:
  - letter names and sounds,
  - word decoding,
  - sight words, and
  - filling out written forms

# Mastery ≠ Application and Use

## Sight words as an example:

- Students with significant disabilities can learn to identify sight words (Browder et al., 2006)
  - No evidence of the ability to use those words to read connected text with comprehension
  - No evidence of the ability to use those words to support reading and spelling of untaught words
- Reflects a misunderstanding of what we know about word identification in reading
  - Without partial alphabetic/phonetic approaches, all readers struggle to remember and use words learned in isolation (Ehri, 2014)
  - The words we identify with automaticity are acquired through successful decoding of the words in connected text (Ehri, 2005; Perfetti, 2007)

# Focus Your Instruction



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# An Informal Assessment

Does the student:

Know most of the letters most of the time?  
Engage actively during shared reading?  
Have a means of communication and interaction?  
Understand that writing involves letters and words?

No

Yes

## Daily Emergent Interventions

Shared Reading  
Predictable Chart Writing  
Alphabet & Phonological Awareness  
Independent Writing with access to full  
alphabet  
Self-Directed Reading  
Symbol-based Communication (with few  
exceptions)

## Daily Conventional Interventions

Reading Comprehension  
Word Study (Word Id, Phonics, Spelling)  
Writing  
Self-Directed Reading  
Communication with symbols + spelling

# Does the student...

- ☐ Know most of the letters, most of the time?
- ☐ Engage actively during shared reading?
- ☐ Have a means of communication and interaction?
- ☐ Understand that writing involves letters and words?

**✗ NO**

*to one or more*

Comprehensive Emergent Literacy  
Interventions



<http://project-core.com>

<http://sharedreader.org>



**YES**

*to ALL*

Comprehensive Conventional Literacy  
Interventions



<http://DLMPD.com>

<http://buildingbridges-ela.com>



# Emergent Literacy Defined



All of the reading and writing that individuals do before it becomes conventional.

- Nonconventional skill application and understandings.
- Dependent on context (time and place and recency).
- Literacy approximations demonstrating incomplete understanding of form and convention.

# Conventional Literacy Defined

Communicating meaning through traditional orthography.

- Reading = comprehending that meaning
- Writing = composing that meaning

## Description

- Independent of context
- Conventions may be imperfect but are sufficient to support communication.
- If not conventional, approximations are very close to conventional.



# Does the student:

Know most of the letters most of the time?  
Engage actively during shared reading?  
Have a means of communication and interaction?  
Understand that writing involves letters and words?

No

Yes

## Daily Emergent Interventions

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Predictable Chart Writing  
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Writing  
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# See you at Conference 2020!



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# Tar Heel Shared Reader

Interaction • Language • Print Awareness

## Recruiting for Year 5 Research

- 10 schools to serve as dissemination sites during the 2021-2022 school year
- Students in prek-post secondary who cannot read with comprehension, including students who use AAC



<https://bit.ly/THSR2021>

# Contact Information

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An abstract graphic design featuring a central white circle containing the text "QUESTIONS? ¿PREGUNTAS?". Surrounding this central circle are several large, overlapping, curved shapes in vibrant colors: red, purple, green, blue, and orange. Additionally, there are two smaller solid circles, one orange on the left and one green on the right, positioned outside the main circular arrangement.

QUESTIONS?  
¿PREGUNTAS?



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