

INCORPORATING COMPREHENSIVE LITERACY INSTRUCTION INTO AAC INTERVENTION

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DISCLOSURES



- Financial
 - Full-time Speech Language Pathologist & Augmentative and Alternative Communication Specialist with Behavioral Health Associates
 - Owner of Time 2 Talk Therapy Services, LLC private practice
 - Organizer and developer of the Everyone Deserves a Voice AAC Summer Camp
- Non-Financial
 - Member of ASHA, SIG 12, USSAAC, and ISAAC

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A LITTLE ABOUT YOUR SPEAKER

- Received Bachelor's and Master's Degrees from East Stroudsburg University of Pennsylvania
- Has worked in a variety of public, charter, and approved private schools for varying diagnoses
- Has worked in a variety of healthcare settings including outpatient clinics, skilled nursing facilities, and home health
- Opened private practice that specializes in AAC in July 2020



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LEARNING OBJECTIVES

1. To identify when to use a conventional literacy versus comprehensive emergent literacy approach
2. To recognize our role as Speech Language Pathologists specifically in regard to working with students with complex communication needs
3. What can we do during our intervention to strengthen and reinforce emergent literacy?
4. How do we select appropriate activities that can be easily incorporated into AAC intervention?



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COMPREHENSIVE LITERACY FOR ALL
Teaching Students with Significant Disabilities to Read and Write

EVERYONE DESERVES A VOICE
AAC Camp
SUMMER 2023

Limited Seats Available!
Register Today!

521 Bridge St.
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Thank you for helping us parents build some more confidence and giving us all this opportunity to help our kids be able to communicate more!!!" -Amber, Bethlehem, PA

4 WEEKS!
Monday -Thursday
Level 1: 10am-12pm (limit 5)
Level 2: 1pm-4pm (limit 12)

OUR CAMP INCLUDES!

- Speech and Language Therapy - Group and Individual Instruction
- Literacy Instruction
- Training programs for parents
- Guest Speakers
- Occupational Therapist led activities
- Fun and Engaging Events and activities

<http://www.t2therapy.com> | Call Us: 484-629-2035
Email Us: T2therapyservices@gmail.com

Karen A. Erickson
David A. Koppenhaver

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EMERGENT LITERACY

- Encompasses the knowledge, skills, and attitudes that a child develops in relation to reading and writing throughout the early childhood period
 - Oral Language (both speaking and listening)
 - Understanding that print can carry meaning
 - Basic alphabet knowledge
 - Early phonological awareness
- Begins at birth and continues through the preschool years prior to the onset of conventional reading and writing instruction (usually upon school entry)
- Highly dependent on the nature, frequency, accessibility, and interpretability of experiences with print.

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COMPREHENSIVE EMERGENT VS. CONVENTIONAL LITERACY INSTRUCTION

The following 'yes/no' questions are asked...

1. Does the student identify most of the letters of the alphabet, most of the time.
2. Is the student interested and engaged during shared reading
3. Does the student have a means of communication and interaction
4. Does the student understand that print has meaning (Erickson, Koppenhaver, & Cunningham, 2017)



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AND THE RESULTS ARE...

- Four 'yes' responses would indicate that a student is likely to be successful with the introduction of conventional literacy instruction
- One or more negative answers indicates the need for comprehensive emergent literacy instruction



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WHY TAKE A COMPREHENSIVE APPROACH?

- Educators turn to a comprehensive approach because of the enormous variety in learners with significant disabilities and because emergent literacy knowledge and understanding have foundational importance to later conventional literacy learning.
- Simply put, emergent literacy, when provided with further experience and instruction, will lead to the more important ends of independent communication, reading, and writing capabilities and to the choices, opportunities, and increased control those skills represent for people with significant disabilities. (Koppenhaver, 2000)

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WHAT IS THE ROLE OF THE SLP?

- According to the American Speech Language Hearing Association (ASHA)...
 - Speech-language pathologists (SLPs) have a key role in promoting the emergent literacy skills of ALL children, and especially those with known or suspected literacy-related learning difficulties.
 - SLPs may help to prevent such problems, identify children at risk for reading and writing difficulties, and provide intervention to remediate literacy-related difficulties
 - Prevention efforts involve working in collaboration with families, caregivers, and teachers to ensure that young children have high quality and ample opportunities to participate in emergent literacy activities both at home and in daycare and preschool environments
 - SLPs also help older children or those with developmental delays who have missed such opportunities.

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EMERGENT LITERACY AND COMPLEX COMMUNICATION NEEDS

- Literacy is often an overlooked area of instruction for AAC users, specifically for those with complex communication needs
- Many older students and even adults with significant disabilities are still emerging in their understandings of literacy due to limited learning opportunities earlier in their lives
- Often viewed as being incapable of learning and engaging in emergent literacy activities, however, this is a common misconception
- Must be engaged in and exposed to using reading and writing in real-world contexts from very early on just like their typically developing peers.

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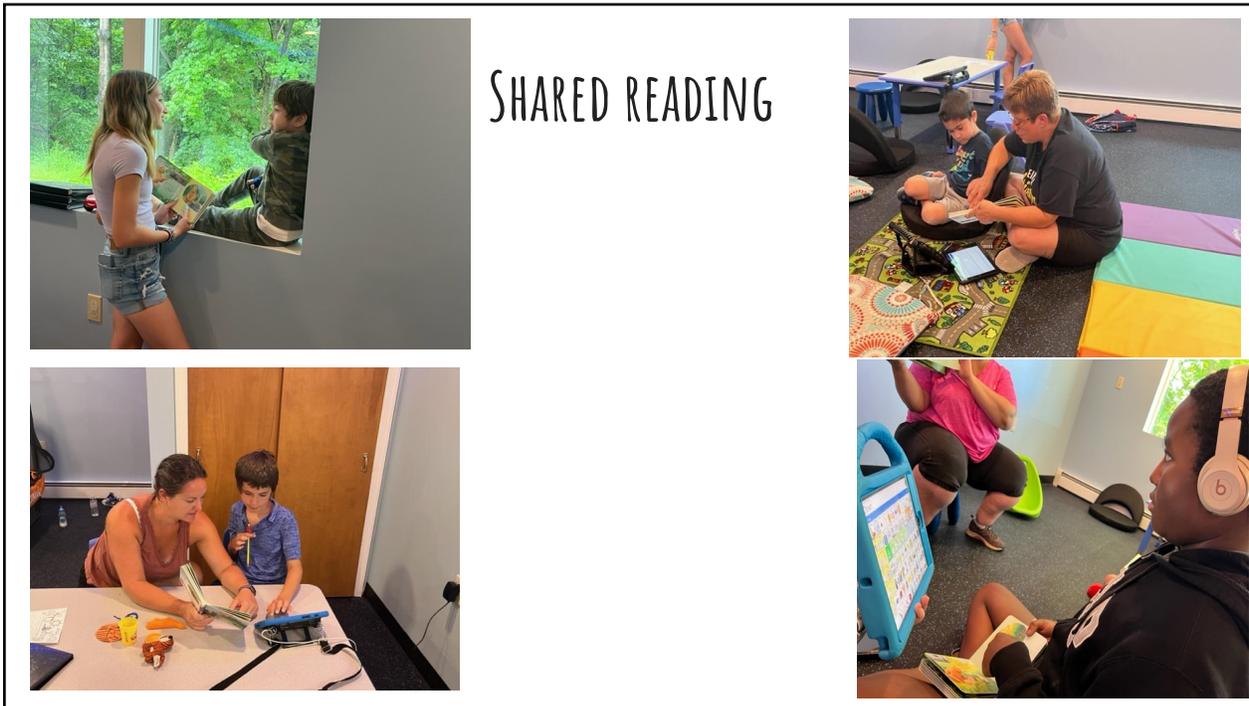
WHERE DO I START?

- Collaboration is the KEY to success
 - Communicating with teachers, paras, other therapists
 - Using what is already being utilized in the classroom and other therapy sessions to encourage carryover of skills



Pre-Primer			
a	funny	look	see
and	go	make	the
away	help	me	three
big	here	my	to
blue	I	not	two
can	in	one	up
come	is	play	we
down	it	red	where
find	jump	run	yellow
for	little	said	you

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13



14

SIGHT WORDS



15

TARGETING WORD FAMILIES



Again, you can ask yourself: "What are they learning in their classroom?"



https://youtu.be/i4f_sTXRuqc

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WORKING ON LETTERS

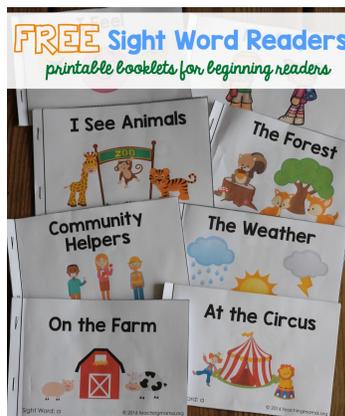


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SIGHT WORD READERS

Mason

Lucious



Visit: <https://teachingmama.org/sight-word-readers/>

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CORE WORD ACTIVITIES



Writing & Typing



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CORE WORD ACTIVITIES CONTINUED

William



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REFERENCES

American Speech-Language-Hearing Association (ASHA).
Retrieved June 11, 2022.

Erickson, K.A., Koppenhaver, D.A.(2020). *Comprehensive Literacy for All Teaching Students with Significant Disabilities to Read and Write.*

Soto, G., Zangari, C. (2009). *Practically Speaking Language, Literacy & Academic Development for Students with AAC Needs.*