

AAC and Access to Literacy in the Classroom

April 18th, 2024 for NWACS

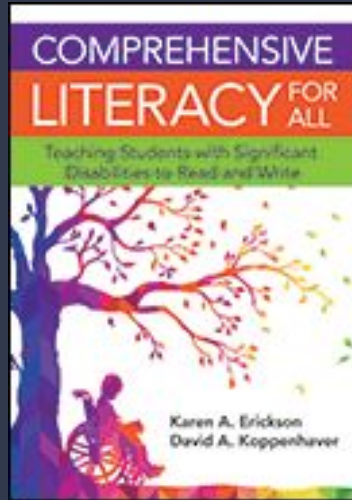
Our journey from book study to practice thus far.

By Kelly Marks (SLP) and April
Weitkamp (Life Skills Teacher)

A little about our classroom:

- “Goal” of 10 students
- 2 classroom paraeducators
- Several 1:1’s
- Grades 2-5 (supposed to be 3-5)
- 5 student specific VOCAs
- 1 student who prefers ASL (also starting PODD)
- Students receive 40-60 m/wk SLP (Kelly does push-in)
- Student with CVI needs and switch (yes and working on no)

Our why:



- Book study 2 years ago
- New school for both of us, first time being able to truly work together
- Found about a wonderful opportunity for more training...

2-day SETC conference in Nov. 2023 focusing on this book and how to implement it in the classroom.

What we knew:

Many thanks to: Barb Lark, Sarah Kinsella, Amy Connelly, Sarah Ayars and the additional instructors from SETC for their advanced viewing opportunities and continued collaboration of this project. (note: their CLFA Book Collection is AMAZING and a great resource)

- ALL children can learn literacy skills
- This book was the foundation for literacy best practices
- We needed to figure out how to implement it in the classroom with our current students and staff and keep ourselves afloat

CLFA Book Collection URL:

<https://specialedtechcenter.com/comprehensive-literacy-for-all/>

At the beginning of the conference we were given:

[Comprehensive Literacy
Instructions for ALL learners: 4 Big
Questions Answered](#)

For us the article confirmed:

- Our understanding and belief that learning to read and write was going to make it easier for our students to learn other skills
- It would give them the power to seek support when they don't currently possess the skills they need

Steps after our 2 day conference:

- We began with a close examination of our district provided curriculum (ULS)
- Determined what was missing and how we could be aligning it with the science of reading (best practices)
- Learned about Emergent and Conventional reading instruction
- Determined our student groups and interventions to use

Then...

- We used the planning form from the SETC conference to begin our own planning and groups
- Example: minus student names
- Note: We began by focusing on several areas and ways we could use the district curriculum to meet our needs

Additional resources:

- We meet with our friends at SETC and in the district for guidance and how to use apps like Clicker for our students.
- Kelly wrote a WONDERFUL grant to supplement our books.
- The Vision team met with us and use our documents to create CVI materials for a specific student.

How we do this week to week:

Weekly planning that includes:

- ❑ Vocabulary selection
- ❑ Predictable chart writing sentence
- ❑ Fringe vocab for Core
- ❑ Limited text for book (if adapting)
- ❑ Speech group lesson
- ❑ Writing components - including Clicker, PCW sentences, narrative (branching from previous work)

So far:
We have
implemented 6
monthly lesson
units

- Each week we adjust, adapt and change the groups
- We are learning as we go
- It is messy but we see growth!

Several of the topics covered:

- Push and Pull (motion)
- Giving (during the holidays)
- Healthy choices
- Community
- Weather (current)

Instruction looks like:

2 groups:

- Emergent
- Conventional

Each staff member has worked with or observed how to teach the groups (paras, OT/PT, nurses, etc. support learning where necessary)

- Whole group may also include:
CVC word work, phonics,
additional reading

AAC (low and high tech) we use daily:

We had/use most of this daily in the room (been how I have worked for years)

- Core (plus related fringe)
- Chat Editor
- [Student specific devices](#), etc. (TouchChat, ProLoquo, P0DD plus sign)
- Books for students to hold (plus CVI version)
- Clicker (on teacher devices and expanding)

AAC (low and high tech) we use daily:

Tools within our lesson plan boxes:

- PCW sentence strips
- PCS sentences plus fringe
- CROWD document
- Alphabet + letters and word families work
- Pointer tools
- Whiteboards + pens (plus black)
- Roman Bubble letters

Visuals/Pictures from some of our lessons:

Many thanks to Bernadette Nguyen and
Amy Fleischer Connolly for their visit and
photos+video

- Kelly's Group
- Tactile Core - CVI
- Standard Core
- ULS story vocabulary
- Personal Narratives
- Predictable Chart Writing
- Materials 01
- Materials 02
- Use of lists
- Yell

What our lesson boxes look
like/contain

Our latest project:

