

# Promoting Communication Development Through Literacy Activities

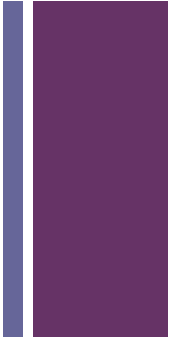
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Campus School Conference, 2022



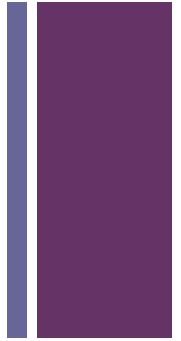


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# Literacy Rich Environments (1 of 2)



Home and school environments that are rich in a variety of literacy materials that can be accessed through different modalities

Think hearing, vision, motor skills, assistive technologies

Create opportunities for child to share literacy materials with more knowledgeable others, including other children

Create literacy centers or locations that are known

## + Literacy Rich Environments (2 of 2)

Literacy rich environments are more than rich in materials. They are rich in literacy activities. Help child/youth to know when we engage in literacy activities.





# Importance of Experiences



Experiences ground communication and literacy

Need to be mindful of reduction in observational learning and incidental learning due to deafness/hard of hearing, visual impairment/blindness or motor challenges

Experiences ground concept development and the acquisition of meaningful vocabulary



# Individualized and Personalized Literacy (1 of 2)



## Individualizing Literacy Lessons

Provide all of the modifications to the curriculum

Provide all accommodations required to engage in the lesson, including any assistive technologies

Included in the IEP



# + Individualized and Personalized Literacy (2 of 2)



## Personalizing Literacy Lessons

Personalized literacy stems from early childhood literature

Literacy lessons about the child or adult's life

LIVED EXPERIENCES

Critical to individuals with multiple disabilities due to reduced observational and incidental learning

Builds memories

Experience undergirds meaning-making

Personalized literacy is a culturally sustaining practice

(Bruce, et al., 2016; Bruce & Borders, 2021)



# Key Concepts to Keep in Mind



Importance of experience to ground literacy

Emotions during experiences and during shared memories that occur in shared reading

Saliency-selecting representations for what the individual

- What was most important to them?

- What drew an emotional reaction?

- What held the individual's attention?

- How did the learner define the experience?



## Story Boxes (1 of 2)



Collection of objects used with either a commercially produced book or

Collection of objects used to retell a shared experience

- Birthday party, trip to the park

- Can be a frequent experience

Best if objects are collected with child.

Importance of saliency - what objects best represent what is salient - most important/memorable to the child - watch for the child's emotional reactions.

## + Story Boxes (2 of 2)

Selected objects are substitutions for illustrations

The objects support engagement

Story boxes support comprehension of the book

Story boxes can support oral retelling of an experience

(Bruce, et al., 2008; Cushman, 2016)





# Implementing Story Box Without Book



Call up the memory: "Remember X?" (the name of the story box-which you can have in print, braille, or picture on the box)

Allow time for learner to handle objects or pictures

Consider sequencing them, using language like, "first" ...

Discuss what child liked and didn't like-remember the

# + Story Box with Commercially Produced Book

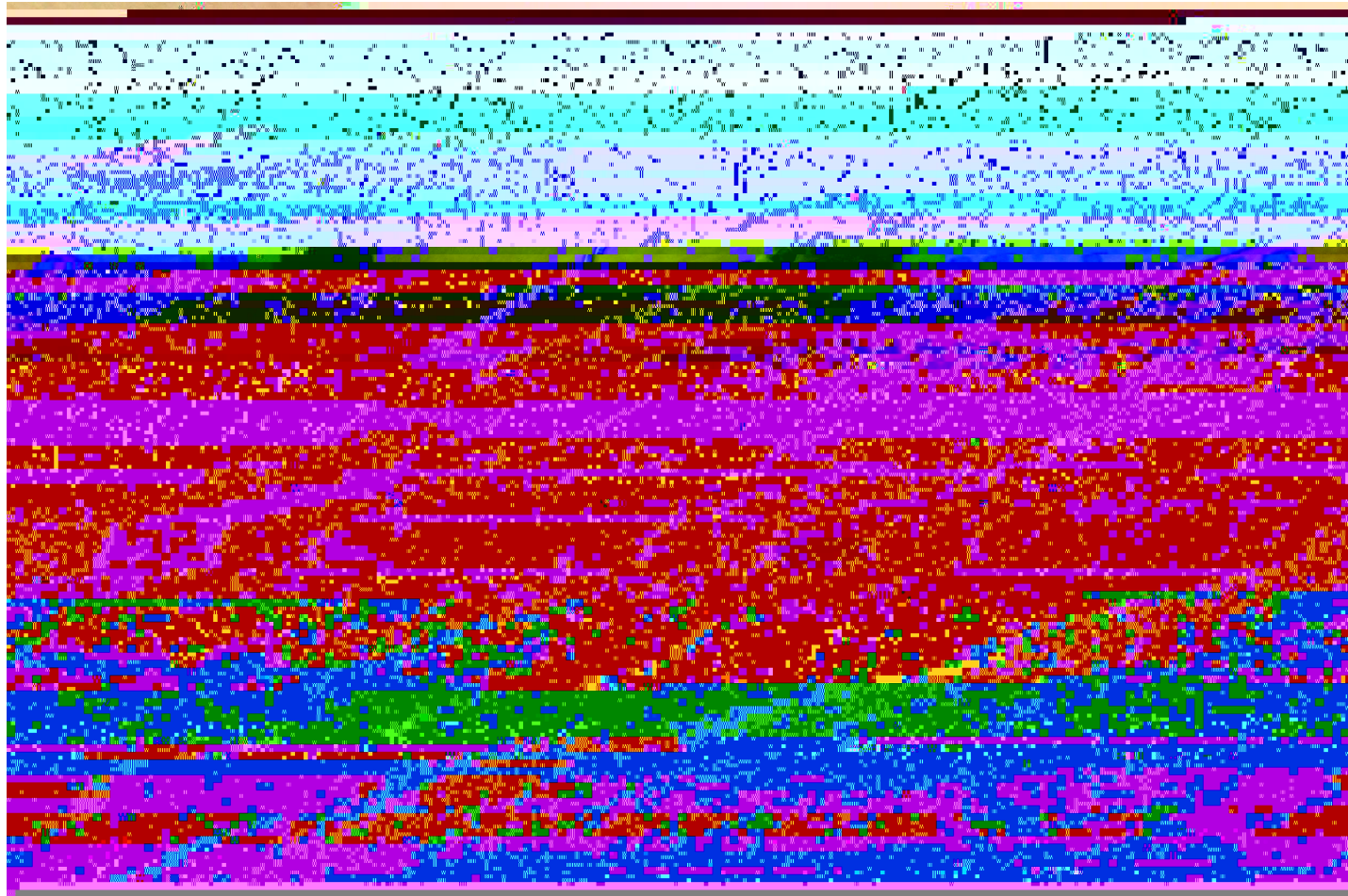


## + Story Box Photo Description # 1



This photo displays materials associated with the book, The Hungry Caterpillar. The photo features the book, a stuffed caterpillar, and fruits that the caterpillar eats in the story.

# + Book Cover for Story Box Book



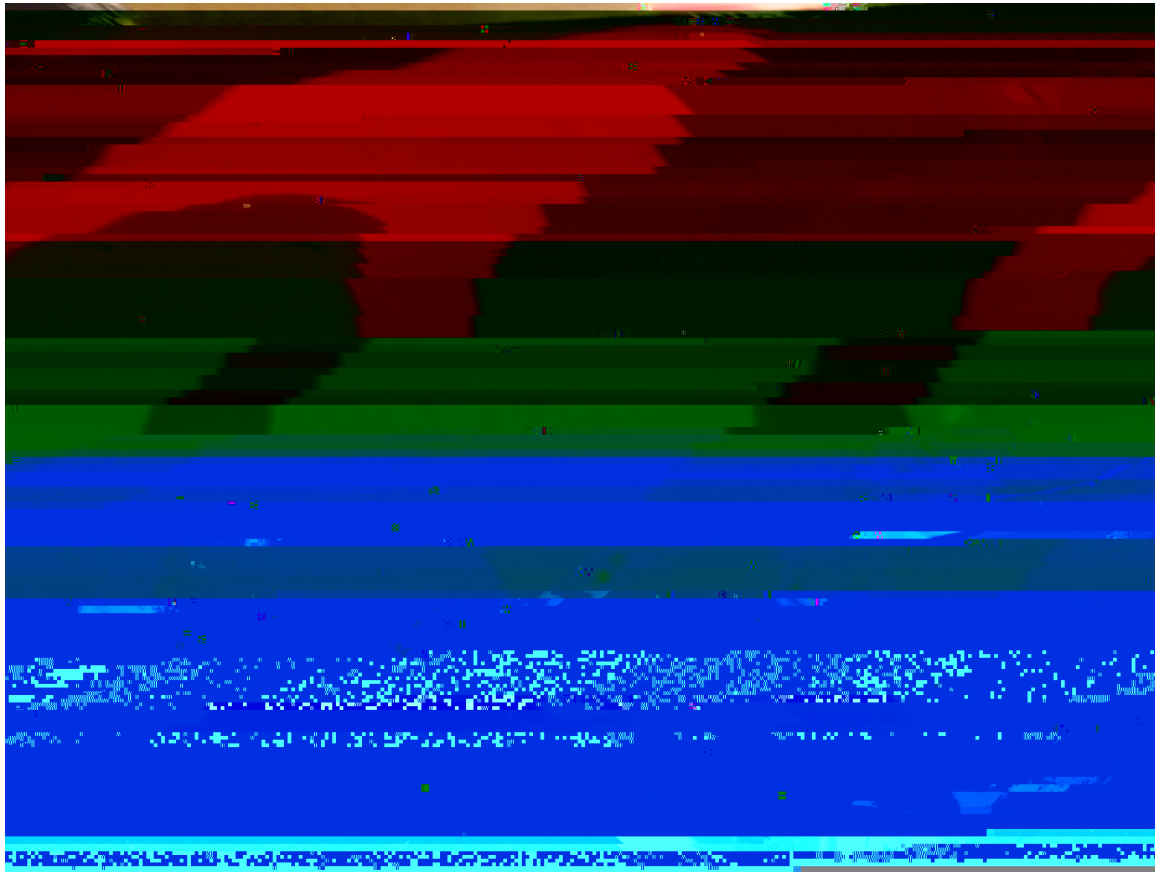


## + Story Box Photo Description # 2



The photo is of the cover page from the book,  
Under My Hood I Have a Hat.

# + Pages-Adding Tactile Features

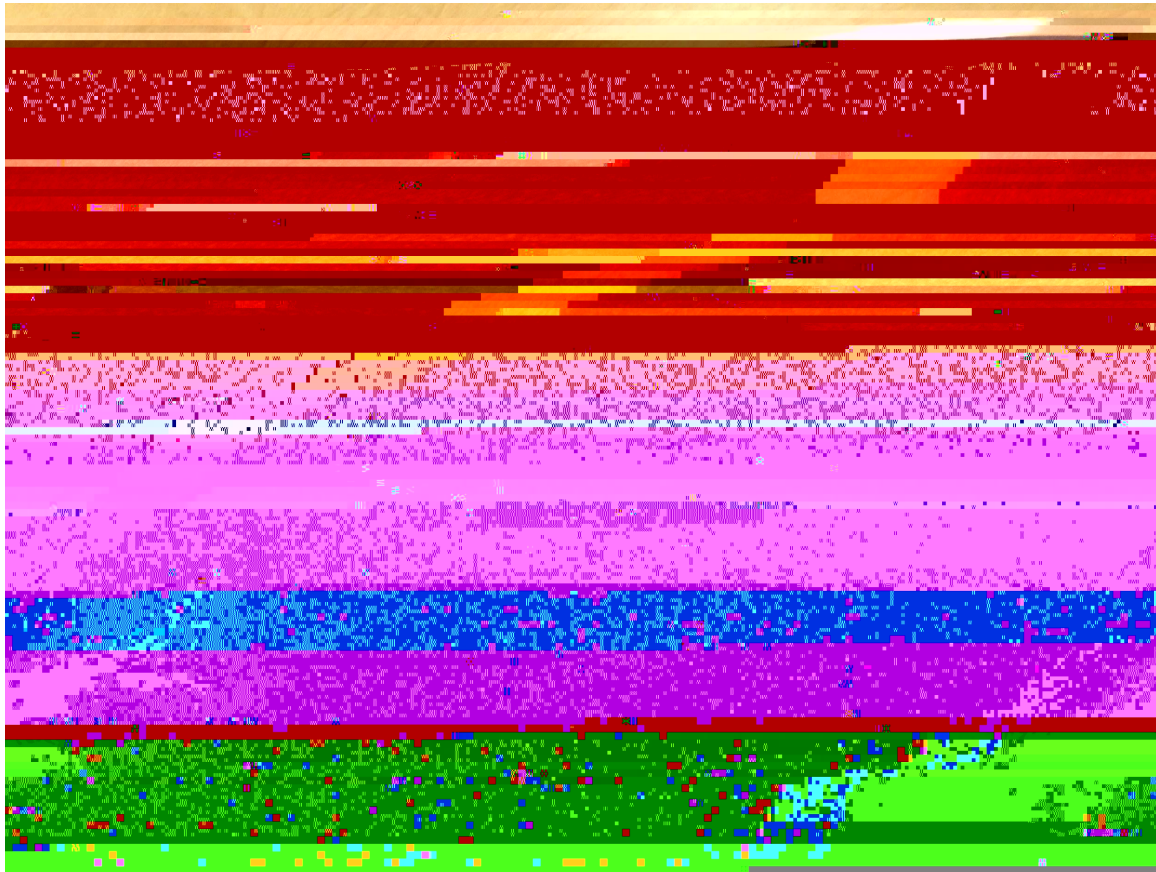


## + Story Box Photo Description # 3

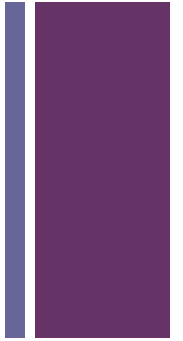


This photo displays a page from the book, Under

# + Pages-Separating Text and Pictures



## + Story Box Photo Description # 4



This photo is of a page that was teacher created for the



# Implementing Story Box with Book



Introduce the title of the book while showing book to learner

+ Resource: Paths to Literacy



# + Paths to Literacy Photo Description



This photo features the Paths to Literacy website. It includes an image of a girl sitting with an adult in front of a tangible schedule.





# Experience Books (1 of 3)



Individualized and personalized (about the child's lived experiences)

Best if created with the child

May use objects, preferably collected with the child during the experience (ex: candle from birthday cake)

Think SALIENCY-what is most important, what stands out about this experience-from the child's perspective. Watch child's affective responses. What what they touch and engage with.

## + Experience Books (2 of 3)



Think about key vocabulary to feature in experience book

Label in print or braille-to support adults to say the same things when reading the book with the child

Can use pictures and line drawings

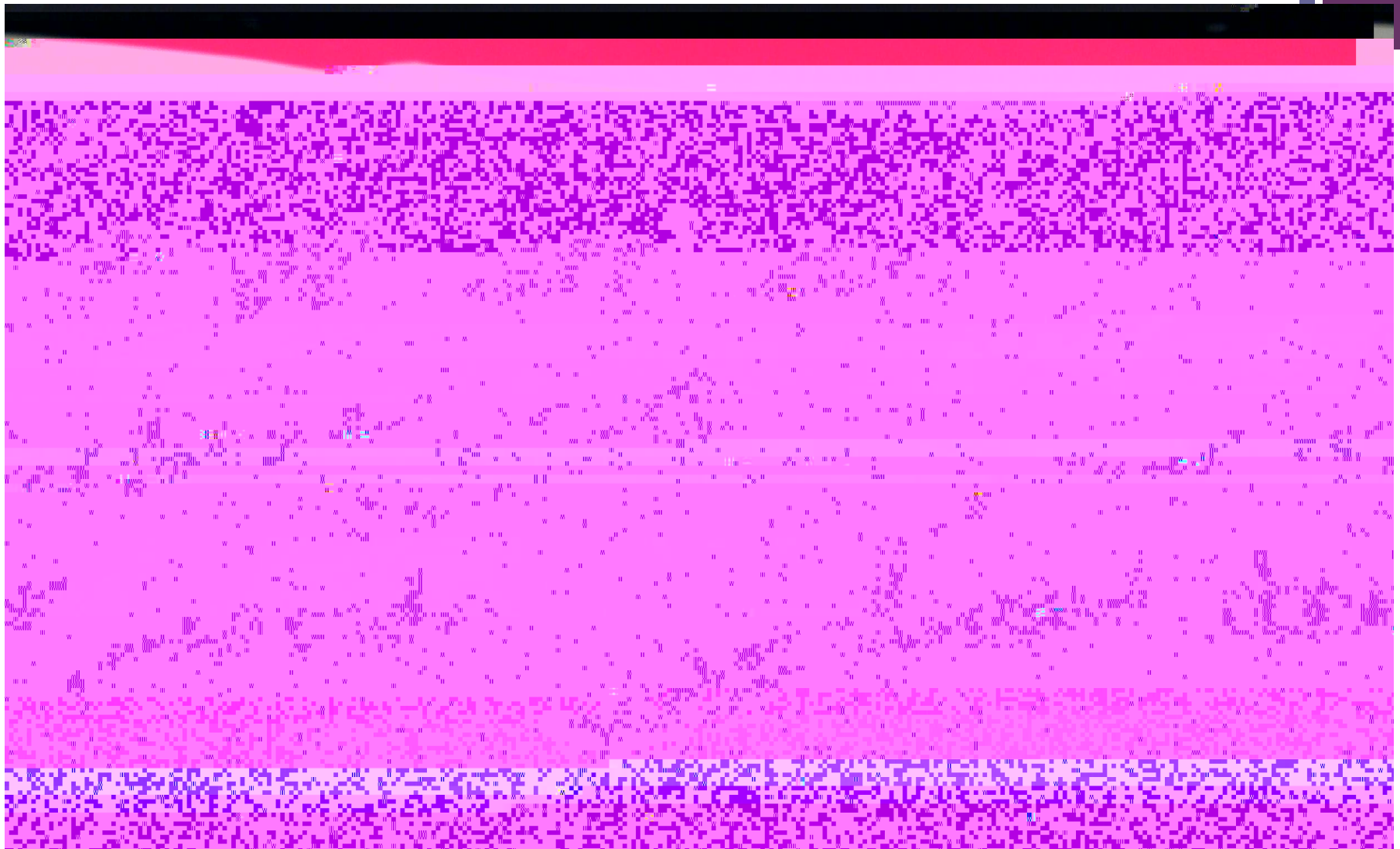
These personalized books will trigger memories.

Sharing in environments other than where the experience occurred will support distancing.

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# + Sample Page About a Walk Outdoors (1 of 2)



# + Photo Description of Sample Page of Walk Outdoors (1 of 2)



This photo features handwritten enlarged print and a small rock glued to a white page. A looseleaf ring is used to bind it to other pages.

# + Sample Page About a Walk Outdoors (2 of 2)



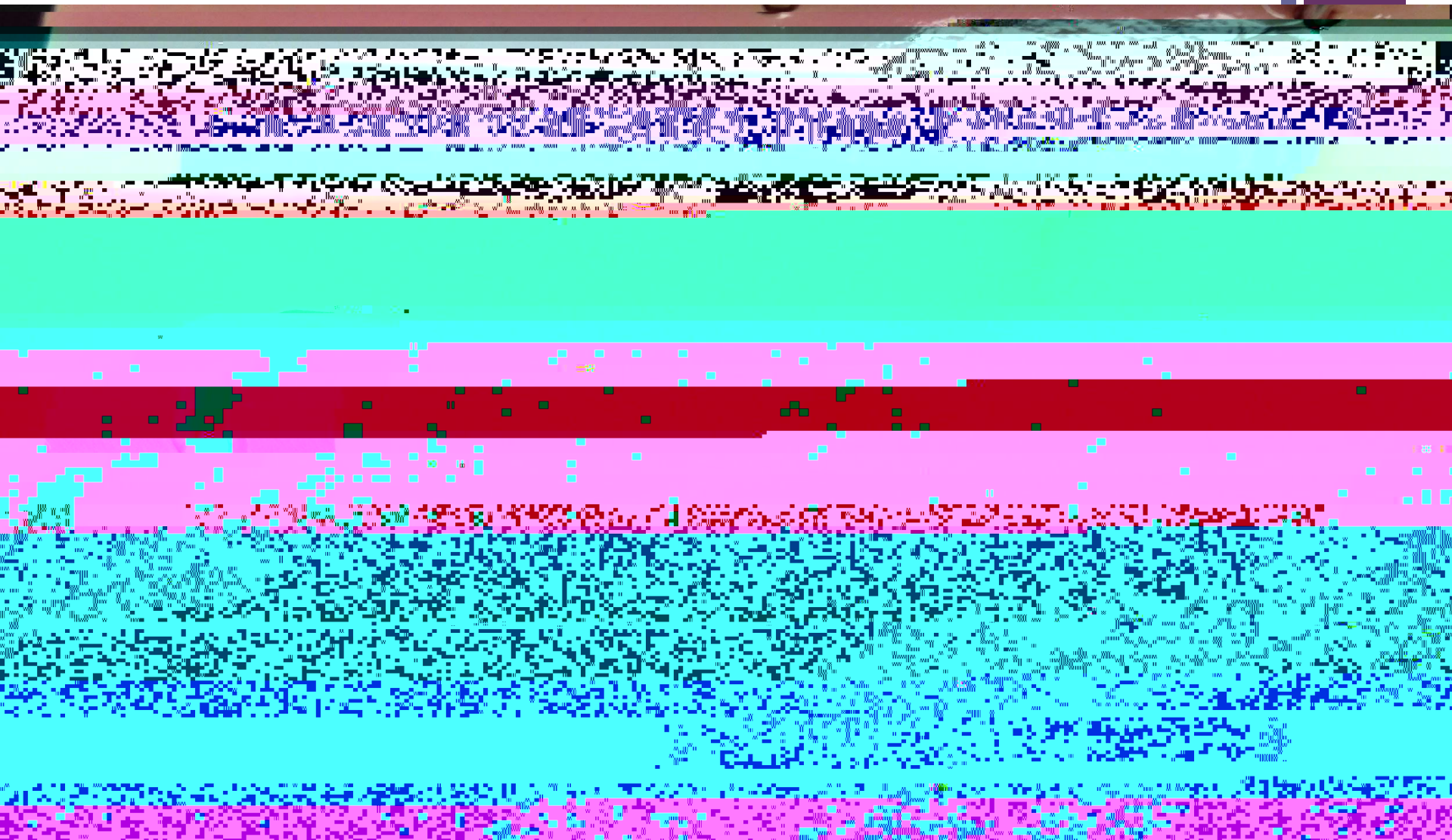
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## Photo Description of Sample Page of Walk Outdoors (2 of 2)



This photo features handwritten enlarged print and a small branch with leaves on it.

# + Sample Page from Celebrations Book

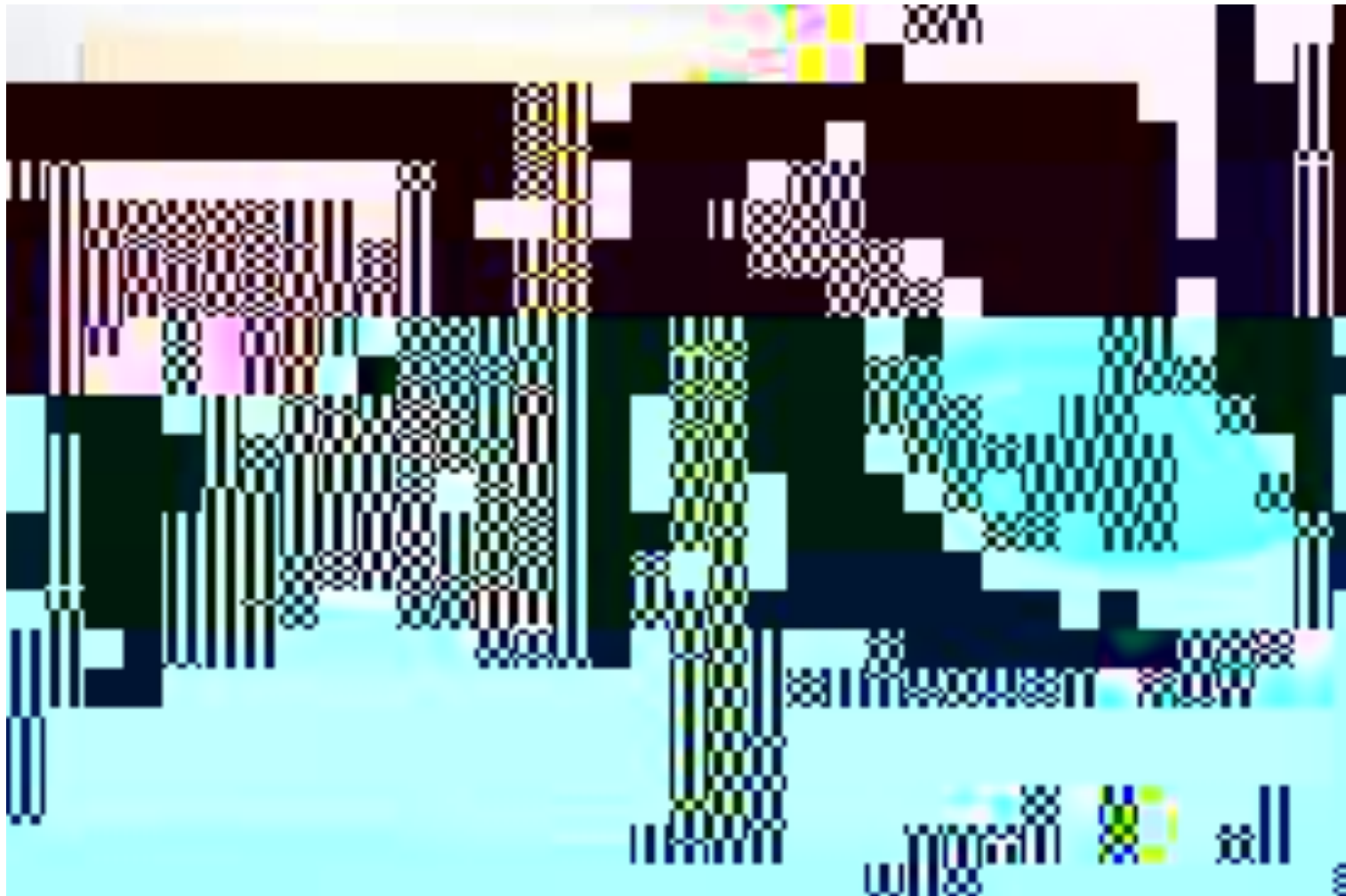




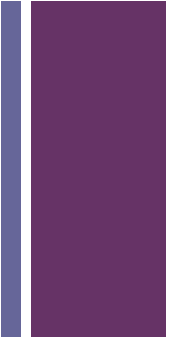
+ Photo Description of Sample Page of  
Celebrations Book



# + Covid Experience Book



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# Implementing Experience Books



Use in context of shared reading-taking turns reading in whatever way the learner expressively communicates

Consider pre-teaching and reviewing vocabulary in the book

Take your time-the learner needs to look and touch the representations on the page and think about the content



# Shared Reading Defined



Adult and child take turns- as opposed to adult always being in control of reading the book

Adult generates opportunities to:

- Connect to child's experiences

- Offer extension activities-building on an idea from the book

- Do comprehension checks

- Engage in conversation



# + Shared Reading: 8 Themes (1 of 3)



Theme # 1: Gaining and holding attention-close physical proximity, relating to background experience, pointing out aspects of text that were of greatest interest, labeling pictures, clarifying meaning, prediction, pause, showing emotion (especially enthusiasm), tying in music (including singing) and sound effects, reciprocity-taking turns

Theme # 2: Child-guided strategies-consider child's interests and preference (when selecting literacy materials and during the reading), lived experiences of child, remembering emotion and trust

## + Shared Reading Themes (2 of 3)



Theme # 3: Applying principles of systematic instruction-pacing, prompting, pauses, reinforcing, importance of repetition

Theme # 4: Vocabulary acquisition strategies-emphasizing key or core vocabulary; multi-forms/modal, use of pictures

Theme # 5: Drawing/writing strategies-drawing as writing, co-constructing experience books. Writing as sequencing objects...



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# Final Thoughts



Literacy is not something we wait to occur.  
We shape literacy through the activities and materials we provide across environments.

All learners can engage in literacy.

Literacy is a powerful context for developing communication.



## + References (2 of 4)

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