

CREATING LITERACY MATERIALS *TOGETHER*: IMPROVING ENGAGEMENT FOR LEARNERS WHO ARE DEAFBLIND OR VI WITH MULTIPLE DISABILITIES

Megan M. Mogan, MS, CCC-SLP

Western Regional Early Intervention/Northern Rockies AER

Jackson Hole, Wyoming

June 20, 2013

"No child is too young, too physically disabled, or too cognitively impaired to participate in literacy activities."

Coleman, Koppenhaver, Yoder (1991)

TRADITIONAL LITERACY

- Assumptions I had :
 - Literacy begins when a child is ready to read and write (like an adult)
 - Literacy begins after a child has a solid foundation of language (oral or sign)

TRADITIONAL LITERACY?



LETTING GO OF ASSUMPTIONS...



AND LETTING GO SOME MORE...



THE NON-TRADITIONAL LEARNER AND TRADITIONAL LITERACY INSTRUCTION

- Challenges

- Limited background experiences
- Difficulty seeing others' perspectives
- Concrete thinkers
- Passive communicators
- Restricted set of interests
- Trouble generalizing information out of context
- Lack of access to basic foundational concepts

- How do I get literacy to my un-engaged, non-traditional
 - Pre-readers/writers?
 - Pre-speakers/signers?
 - Pre-joint attention'ers?

MY PRE-READER/WRITER



MY PRE-SPEAKER/SIGNER



MY PRE-JOINT ATTENTION(ER)



- A Non-Traditional Learner is not the same as an Un-Engaged Learner

MY READER



MY WRITERS



MY JOINT-ATTENTION(ERS)



MY SPEAKER/TALKER

- Video Clip of ball "conversation"

ENGAGED NON-TRADITIONAL LEARNERS PARTICIPATE IN LITERACY

- Within routines
- In familiar forms of communication



ENGAGED NON-TRADITIONAL LEARNERS PARTICIPATE IN LITERACY



- With meaning

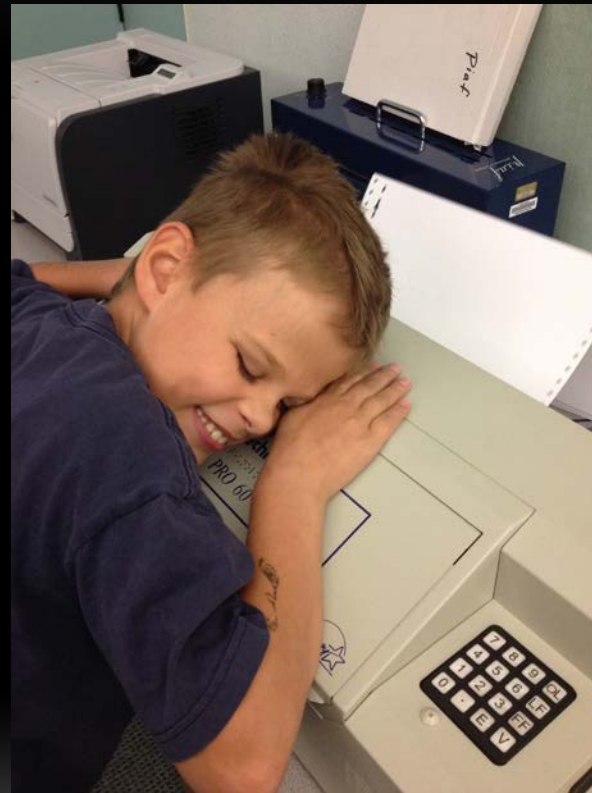
ENGAGED NON-TRADITIONAL LEARNERS PARTICIPATE IN LITERACY



- With constant modeling and repetition
- In an errorless environment

ENGAGED NON-TRADITIONAL LEARNERS PARTICIPATE IN LITERACY

- With purpose!



ENGAGED NON-TRADITIONAL LEARNERS PARTICIPATE IN LITERACY



- Together

ENGAGEMENT PROVIDES NON-TRADITIONAL LEARNERS WITH

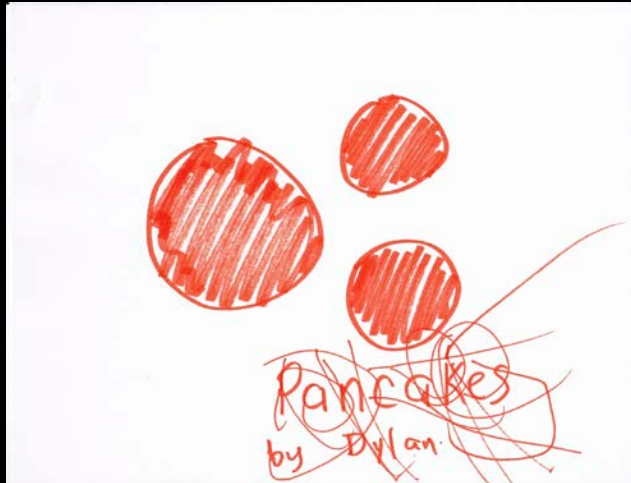
- Competence
- Independence
- Self-Determination



ENGAGEMENT PROVIDES NON-TRADITIONAL LEARNERS WITH

- Communication
 - Video Clip (“Look at Me”)

EXAMPLES OF ENGAGING LITERACY MATERIALS (STUFF MY STUDENTS LIKE TO READ)



- Experience Stories (Audio/Photo/Drawn) and Journals
- High Interest photo and audio stories (think gross and hilarious)
- Patterned Text and List Poems
- Adapted Literature
- Letters to/from familiar people
- Alphabet and Counting Books

HERE'S THE CATCH...

- ✓ *Students* must choose the topics
- ✓ *Students* must help write the materials
- ✓ *Students* must read and re-read their work



HERE'S THE CATCH...



- ✓ *You must plan how you will elicit communication and/or language targets*
- ✓ *You must make learning errorless (achievable goals and targets)*
- ✓ *You must provide appropriate learning media in an accessible environment*

EXPERIENCE STORIES

- Examples

HIGH INTEREST STORIES

- Examples

PATTERNED TEXT AND LIST POEMS

- Examples

ADAPTED (AND ADAPTED SOME MORE) LITERATURE

- Examples

LETTERS TO/FROM FAMILIAR PEOPLE

- Examples

ALPHABET AND COUNTING BOOKS

- Examples

RESOURCES

- PowerPoint Activities
 - <http://www.region2library.com/ppa.htm>
- Experience Books
 - <http://www.tsbvi.edu/deaf-blind-project/2627-creating-and-using-tactile-experience-books-for-young-children-with-visual-impairments>
- Megan's Random Thoughts
 - <http://www.pathstoliteracy.org/blog/megan-mogan>
- Adapted Adapted Children's Literature and accompanying framework
 - <http://www.pathstoliteracy.org/adapted-adapted-literacy>