WDE

EMERGENT LITERACY TRAINING

FOR STUDENTS WITH SIGNIFICANT INTELLECTUAL DISABILITIES TRAINING

REGISTER NOW

In an effort to continue to support educators in understanding these effective, research-based practices and in utilizing effective literacy instruction with students who have significant intellectual disabilities, the Wyoming Department of Education (WDE), through its deaf-blind grant will be focusing on the development of communication and emergent literacy skills for students with significant intellectual disabilities. These students may not have intentional communication skills and may have no understanding of reading or writing. There are no prerequisite skills needed for a student to begin to develop emergent literacy.

If you have questions regarding this course offering or if you would like support in addressing the literacy needs of students with significant intellectual disabilities, please contact Leslie Bechtel VanOrman at **leslie.vanorman@wyo.gov** or 307-857-9267.

There are eight asynchronous modules, which are broken into 10-to-20-minute online video trainings. Most modules will not take more than 20 minutes, although the first two will be around 30 minutes. Each module will be followed by a classroom implementation activity, which you will be asked to complete prior to a live meeting of participants from across the state. These Community of Practice (COP) meetings are scheduled after each module and will last 30 to 45 minutes. In the COP, participants will discuss classroom application of the information learned in the module. This will also be an opportunity to share challenges, successes, brainstorm as a group and prepare for the next module. In total this will provide participants with 9 hours of professional development and direct classroom application. PTSB credit (0.5) will be offered.

TOPIC TRAINING	RELEASE DATE	MEETING DATE
Overview, Core Vocabulary and Working with Beginning Communicators	10/5/23	10/12/23
Aided Language Input and Supporting Access to Core Vocabulary	10/19/23	10/26/23
Teaching Communications within Daily Routines and Academic Instruction	11/2/23	11/9/23
Shared Reading	11/20/23	11/30/23
Predictable Chart Writing	12/7/23	12/14/23
Alphabetic and Phonological Awareness	1/4/24	1/11/24
Independent Reading	1/18/24	1/25/24
Independent Writing	2/1/24	2/8/24

Since the Reauthorization of the Individuals with Disabilities Education Act in 2004, schools have been required to ensure that all students with disabilities work toward academic state standards. These requirements have resulted in increased research on the most effective instructional practices for students with disabilities, including those who have significant intellectual disabilities. This research has demonstrated that the inclusion of more traditional reading instruction in educational programs for students with intellectual disabilities results in the ability of many of these students to attain independent reading skills.