50 Ways to Create Accessible Literacy Experiences with Everyday Technologies

Judith Schoonover, Assistive Technology Specialist, Loudoun County Public Schools
Sally Norton-Darr Assistive Technology Specialist Loudoun County Public Schools

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"Literacy is not a luxury, it is a right and a responsibility. If our world is to meet the challenges of the twenty first century we must harness the energy and creativity of all our citizens."
(Bill Clinton, 1994)

ENGAGING ALL LEARNERS!

| Home | Early Learning | Instructional Practices | Learning Supports | Student Differences | Instructional Leadership |

http://www.engagingalllearners.ca/

Objectives

Participants will name:

- five or more "everyday technologies" that can be implemented to produce or scaffold information for diverse learners.
- five or more electronic resources that can be accessed immediately to begin or continue to extend literacy experiences.
- three ways to represent print in an alternative manner.

True confession:

When we proposed this webinar, we didn't know we had bitten off more than we could chew!

If you were expecting us to sing…

Sorry

Paul Simon
50 Ways To Leave Your Lover

50 Ways to Extend Literacy Encounters with Everyday Technologies

Handouts

After our recent experience at ATiA 2016

MY HEAD HURTS!

THAT'S BECAUSE THERE'S TOO MUCH IN IT. IF YOU LEARN ONE MORE THING IT'LL EXPLODE.

BOOM!

http://mimiandeunice.com/2010/07/26/head-explode/

our heads were about to explode with what we learned from our friends and colleagues

Slide 1

A LITERACY BILL OF RIGHTS

All persons, regardless of the extent or severity of their disabilities, have the basic right to use print. Beyond this general right, there are certain literacy rights that should be assured for all persons. These basic rights are:

1. The right to an *opportunity to learn* to read and write. Opportunity involves engagement in active participation in tasks performed with high success.
2. The right to have *accessible*, clear, meaningful, culturally and linguistically appropriate texts at all time. *Texts*, broadly defined range from picture books to newspapers to novels, cereal boxes and electronic documents.
3. The right to *interact with others* while reading, writing, or listening to a text. *Interaction* involves questions, comments, discussions, and other communications about or related to the text.

Yoder, D. E., Erickson, K. A., and Koppenhaver, D. A. (1997). Chapel Hill, NC: University of North Carolina at Chapel Hill, Center for Literacy and Disability Studies.
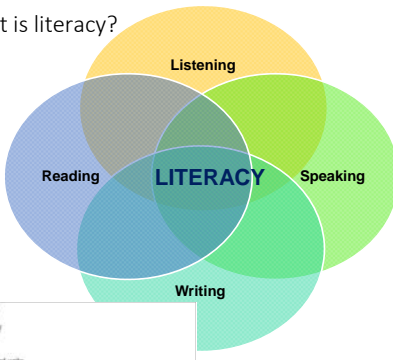
7

Slide 2

All persons have the right to have *teachers and other service providers who are knowledgeable* about literacy instruction methods and principles.

The most important element in developing reading, listening, writing, and speaking skills is an adult who stimulates a child's interest, scaffolds experiences, and responds to a child's earnest attempts to learn a skill.

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=215

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Slide 3

What is literacy?

Listening

Reading   **LITERACY**   Speaking

Writing

lit·er·a·cy
/ˈlidərəsē, ˈlitrəsē/
noun
the ability to read and write.
synonyms: ability to read and write; reading/writing proficiency; learning, book learning, education, scholarship, schooling
"literacy and numeracy are the first goals of education"

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Slide 4

Best practice begins with UDL

Universal Design for Learning Guidelines

Provide Multiple Means of **Engagement** — Purposeful, motivated learners
Provide Multiple Means of **Representation** — Resourceful, knowledgeable learners
Provide Multiple Means of **Action & Expression** — Strategic, goal-directed learners

http://udlwheel.mdonlinegrants.org/

Reading as Thinking
Integrating Strategy Instruction in a Universally Designed Digital Literacy Environment

http://www.udlcenter.org/resource_library/articles/reading_as_thinking

http://www.udlcenter.org/aboutudl/udlguidelines/downloads

Slide 5
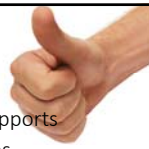
Reading with Franz
(all about accessibility)

Tar Heel Reader

https://www.youtube.com/watch?v=nfu8sQH6428

Slide 6

Our top picks:

- WV Literacy Curriculum/Instructional Supports
- Penn State Literacy Instruction Resources
- Professional Learning Resources for Alberta Educators
- Dynamic Learning Modules: Self-Directed Learning Modules
- Loving Literacy-Let's Read and Write Storybooks
- Working with Words
- Literacy for All

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Slide 1

West Virginia Links

West Virginia Department of EDUCATION

Search WVDE sites

| EDUCATORS | STUDENTS | PARENTS | COMMUNITY | DATA |

Supporting Literacy

Literacy Curriculum/Instructional Supports

- Extended Standards
- Everyday/Every Student
- Ten Top Tips for Literacy
- Instructional Websites
- Alternate Pencils
- Story-based Task Analysis

http://wvde.state.wv.us/osp/supporting-literacy/curriculum.html

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Slide 2

PENNSTATE

Literacy Instruction
for Individuals with Autism, Cerebral Palsy, Down Syndrome and Other Disabilities

Janice Light & David McNaughton

Home
Student Success Stories
FAQ about the Curriculum
Sound Blending
Phoneme Segmentation
Letter-Sound Correspondences
Decoding
Shared Reading
Sight Word Recognition

Home http://aacliteracy.psu.edu/

What is the purpose of this website?
This website provides guidelines for teaching literacy skills to learners with special needs, especially learners with complex communication needs (CCN) such as:

- Autism spectrum disorders
- Cerebral palsy
- Down syndrome
- Developmental apraxia
- Multiple disabilities

This website provides information on:

- What skills to teach
- How to teach these skills
- Videotaped examples of instruction with learners with special needs

Slide 3

| HOME | ABOUT THIS PROJECT | TEACHING RESOURCES | VIDEOS | WHAT WE LEARNED | MORE... |

LITERACY FOR ALL

LITERACY FOR ALL:
A COMMUNITY OF PRACTICE FOR TEACHERS OF STUDENTS WITH SIGNIFICANT DISABILITIES

The Edmonton Regional Learning Consortium (through the Alberta Regional Consortia), in collaboration with Alberta Education has been hosting one-year communities of practice for teachers since 2011. The goal of opportunities is enhance teacher capacity to better meet the literacy and communication cognitive disabilities. Participants meet face-to-face twice during the year and collaborate September to June.

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Slide 4

PrAACtical AAC

Search this website...

| Home | PrAACtical Thinking | Strategy of the Month | Video of the |

PrAACtically Reading with Karen Natoci: Are You My Mother?

February 15, 2016 by Carole Zangari - Leave your thoughts

PrAACtically Reading with Karen Natoci: Are You My Mother?

2016 February

PrAACtical AAC

Carole Zangari's blog and more! Resources of interest to professionals supporting children and adults with **AAC** needs.

Don't miss all the gems!

Use the search feature

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Slide 5

DYNAMIC LEARNING MAPS

PD Home | Exemplar Text Supports | Self-directed Learning Modules | Virtual Community of Practice | Contact PD Team

Self-directed Learning Modules

To help educators understand the Common Core State Standards and their application to students with significant cognitive disabilities, the Dynamic Learning Maps™ consortium has created and will continue to create self-directed learning modules. Each of the interactive modules is short (30-45 minutes on average) and focuses on a single topic. When you complete a module, be certain to complete the information regarding your name, school, and state so that you will receive credit where available. If you have questions about these modules, please contact dlmpd@unc.edu

- Facilitated Foundational Modules:
  - Beginning Communicators
  - Claims and Conceptual Areas
  - Common Core Overview
  - DLM™ Core Vocabulary and Communication
  - DLM™ Essential Elements
  - IEP Based on the DLM™ Essential Elements
  - Symbols
  - Who Are Students With the Most Significant Disabilities?
  - Universal Design for Learning

- English Language Arts Modules:
  - DR-TA and Other Text Comprehension Approaches
  - Emergent Writing
  - Generating Purposes for Reading
  - Predictable Chart Writing
  - Principles of Effective Instruction in English-Language Arts
  - Speaking and Listening
  - Shared Reading
  - Supporting Participation in Discussion
  - Teaching Text Comprehension: Anchor-Read-Apply
  - Writing Information and Explanation Texts
  - Writing: Production and Distribution of Writing
  - Writing: Research and Range of Writing
  - Writing: Text Types and Purposes
  - Writing with Alternate Pencils

Slide 6

WORKING WITH WORDS

WORKING WITH WORDS
GUIDED READING
WRITING
SELF-SELECTED READING
HOME

During this block students learn skills to read individual words. Learning how words work and how to use known words to spell unknown words. There are two parts to this block.
• Word Wall activities: 5 words practiced every day for a week.
• Phonics and Decoding activities.

https://www.youtube.com/watch?v=CVZOCQg94ak

LiveBinders

Literacy for Students with Significant Cognitive Disabilities
By Clara Sener

Introduction
Contributions
Module 1
Module 2
Module 3
Module 4
Module 5
Module 6
Module 7
Module 8

Literacy for All!

Literacy Instruction for Students with Significant Cognitive Disabilities

Including Deafblindness

The following modules will provide introductory information on various instructional research-based practices and how they can be applied with students with cognitive, communication, physical, and sensory challenges. These modules will not provide indepth knowledge but are a starting point for understanding. The North Carolina Department of Public Instruction, Exceptional Children Division, offers a week long course during the summer which can provide more indepth understanding and knowledge.

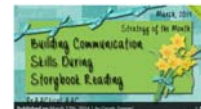http://www.livebinders.com/play/play?id=959405#anchor

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How to get started

"Dance with the girl you brought"
- You might already have what you need
- Begin in house with proactive assessment of needs, and resources
- Work with IT!

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Listening

According to the DLM First Contact Survey (2013):
- n= 46,161
- 3% exhibit no intentional communication
- 6% have intentional communication, but no words, signs, or symbols
- 24 % use single words, signs, or symbols for restricted range of communication purposes

Charlotte's Web

clang4

http://dlmpd.com/clds/instructional-resources/

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Listening and literacy

http://teacher.scholastic.com/products/bookflixfreetrial/

http://www.tumblebooks.com/

READ WITH ME eBooks

http://readwithme.cast.org/

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Free online digital books

http://bit.ly/storylol

Listen to well-known actors reading children's books and watch graphically dynamic videos! Children can access literature with just the click of a *Storyline Online* video book image. Teachers can check out the *Activity Guide*.
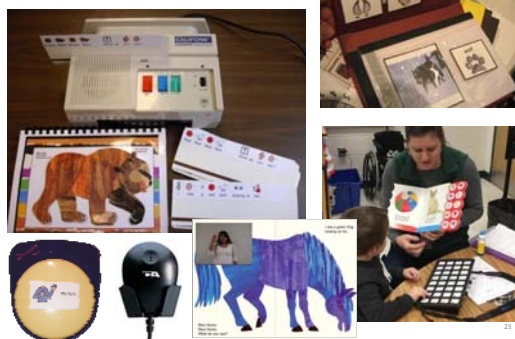
open culture

http://www.openculture.com/

22

Can you hear me now?

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Use literature with repeated lines

- When teaching language, use stories and songs with lines that repeat, with more lines that repeat, and with even more lines that repeat
- When targeting specific words, expose students to the same words over and over and over and over and over
- Use pictures, the Symbolate feature of Boardmaker, Symbol Stix or clip art to place pictures over each word to adapted stories or books with repetitive lines

But he was still hungry

http://bit.ly/repeatedlines

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Use communication

- to choose the texts
- to ask to see and follow the text as it is read
- to understand the story line (pictures, sensory, stories, object cues …)
- to comment on the text
- to "instruct" the reader
- to join in at appropriate moments
- to have repeated access to the same text
- to make sounds as appropriate during the reading of a text
- to have opportunities to rhyme words in a text
- to have fun!

http://talksense.weebly.com/literacy-and-aac.html

25

Presume competence!

I CAN communicate. Here's how to help me!

http://www.swaaac.com/Files/AssessandImp/AACBOOTCAMPPOSTER.pdf

26

Ready, set, *GO* core!

Teaching and expanding communication using literature and activities that reinforce the meaning and application of core vocabulary.

27

And en*core*!

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How can you learn to read if you can't talk?
AAC for every activity

Created by Peggy Fees, SLP
Loudoun County Public Schools

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Communicating, reading, and writing supports

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5

Can you really separate listening and speaking?

Join an online community of teachers sharing Boardmaker activities on many topics. The redesigned Boardmaker Share site makes it easier than ever to share Boardmaker activities. You'll be amazed at what you find!

BALTIMORE CITY
PUBLIC SCHOOLS

http://www.boardmakershare.com/   http://www.baltimorecityschools.org/site/Default.aspx?PageID=1446

Reading (text) in everyday life

- Word/letter games like Pictionary, Scrabble, BINGO, and Boggle
- Alphabet letter cookie cutters or stamps
- Daily schedule
- Magnetic letters
- Label photos of students, school staff and class activities
- Explore a variety of books, magazines, books on tape, or e-books
- Complete daily communication notebooks
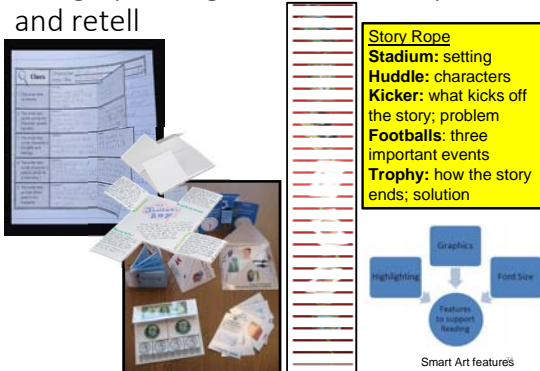
Choose materials with embedded text

http://www.makebeliefscomix.com

http://image.guardian.co.uk/sys-images/Books/Pix/pictures/2008/02/22/macbeth_512.jpg

Use graphic organizers to conceptualize and retell
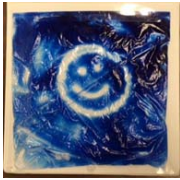
Story Rope
Stadium: setting
Huddle: characters
Kicker: what kicks off the story; problem
Footballs: three important events
Trophy: how the story ends; solution

Smart Art features

"Without writing, reading development will be limited"

David Koppenhaver

Emergent writing involves symbolic drawings arising from play and social interaction to more independent expression. As they develop letter to sound correspondence and learn how to form letters, children begin to write to express their thoughts and ideas.

35

Writing is important

- Window into a child's current understanding
- Students who write become better readers, writers, and thinkers
- Writing is a form of communication

Children with significant disabilities benefit from the SAME literacy experiences and instructional approaches used with typically developing.

36

Alternative pencils

Use of pens, pencils or computer keyboarding may not be possible for some with significant cognitive disabilities. Augmentative and alternative writing methods will be required.

- Computer aided instruction, writing software
- Interactive white boards
- Picture symbols and manipulatives with print
- Eye gaze systems
- IntelliKeys overlays and adaptive keyboards
- AAC devices
- Sign Language
- Stamps
- Adapted pens/pencils
- Other technologies

Writing Strategies

http://literacy.nationaldb.org/index.php/writing/strategy-10/

1. Provide opportunities to experiment with a variety of writing materials and methods.
2. Make writing a part of daily routines and activities.
3. Engage with writing activities for identifying and remembering objects, tasks, and events.
4. Teach children to write personal information.
5. Teach writing skills for organization, record keeping and finances.
6. Teach communication of thoughts and feelings through writing.
7. Teach use of written language for self-expression, recreation, and leisure.
8. Use writing to expand a vocabulary.
9. Incorporate writing into reading comprehension activities.
10. Provide for creative writing experiences.

38
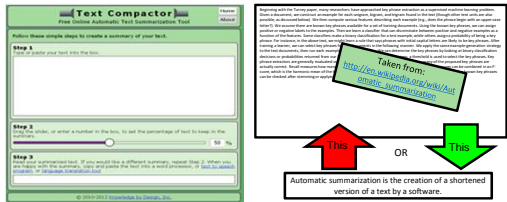
Our solution to the CLIFFORD EFFECT

bit.ly/rescale2u

39

Cognitive rescaling

Automatic summarization is the creation of a shortened version of a text by a software.

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Use Word to scaffold text,
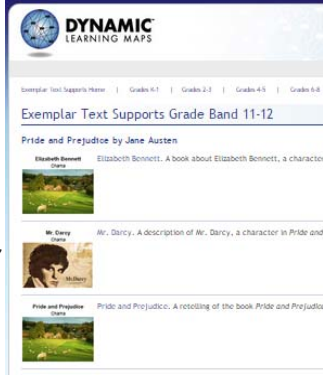
- Spell check, synonym support, grammar support, dictionary
- Autosummarize (depending on version)
- Readability statistics
- Drawing toolbar
- Add sounds, graphics and video
- Add comments
- Text-to-speech

Exemplar texts

The DLM™ project has been building a library of companion texts that go with the exemplar texts called out in the Appendix of the Common Core State Standards. These books are accessible, open-source texts that can be read online, on a reader that uses epub files, or offline as Powerpoint files or printed versions of the books. The books come from the collection of books at Tar Heel Reader.

http://dlmpd.com/exemplar-text-supports/

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Exemplar texts for older students are AGE RESPECTFUL

http://www.tumblebookcloud.com/

https://www.youtube.com/watch?v=CVZOCQq94ak

http://www.scholastic.com/kids/stacks/index.asp

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Go online for free summaries

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Simplify

Paul V. Sherlock Center on Disabilities
at Rhode Island College
600 Mount Pleasant Avenue, Providence, RI 02908
(401)456-8072   (401)456-8150 fax   (401)456-8773 TDD

http://www.ric.edu/sherlockcenter/

45
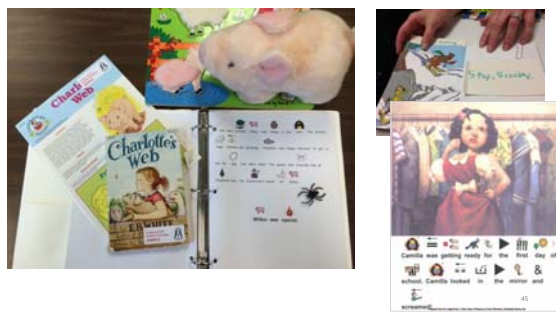
Extra, Extra- *Everyone* can read all about it!

Build reading comprehension with daily news from major publications. Newsela is a free online publication. Students can explore a world of nonfiction and test their comprehension, and participate in conversations about current events.

https://newsela.com

Every article at 5 Levels! Newsela makes it easy for an entire class to read the same content, at a level that's just right for each student.

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Extending literacy experiences with a theme

Ms. Teacher's second grade class is studying the water cycle. In her literacy-rich classroom you can find students:

- Reading books on the water cycle
- Exploring labels around the classroom identifying water cycle vocabulary
- Learning content on raindrops and clouds
- Drawing pictures of the different types of clouds
- Singing songs about the water cycle

http://42explore.com/

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Adapting with a theme in mind…

Slide 1

Already done for you!

VCU | TTAC | Training Opportunities | Library | Resources | About Us | Newsletter

Virginia Commonwealth University

Virginia Department of Education's
Training and Technical Assistance Center

Early Childhood Learning Kits

Social and Emotional
Competencies
Early Childhood Literacy
Web Resources
Early Childhood Special
Education Web Resources
Early Childhood Learning
Kits
Inclusive Placement
Opportunities for
Preschoolers
Early Intervention
Early Childhood Partners
Resources from past events
Virginia Star Quality Initiative

In an effort to assist teachers with fostering...
purchased and augmented new early child...
integrated within classroom centers to pro...
have been added to the kits to assist tea...

Activities developed using Virginia's P...
are included in these kits. Teachers ca...
own kits.

The theme-based kits are:
- Amazing AnimalsAmazing Animals
- Growing ThingsGrowing Things
- Look What's CookingLook What's Cooking
- Marvelous MeMarvelous Me

http://www.ttac.vcu.edu/main/early-childhood/early-childhood-learning-kits/

Slide 2

Sparkle box
theme integration

egg | sun | apple | strawberry | ice-cream
leaf | hungry | pear | orange | pickle
moon | caterpillar | plum | chocolate cake | Swiss cheese

The Very Hungry Caterpillar
hungry caterpillar leaf cocoon butterfly
Monday apple oranges
Tuesday
Wednesday strawberries
Thursday
Friday
Saturday pears
Sunday

Common Words
the
and
said
was
because

www.**sparklebox**.co.uk/   50

Slide 3

Science

http://readitonceagain.com/site/free-activities/

Launching young readers!
Reading Rockets

Tip Sheets on Literacy and the
Sciences from Reading Rockets:
http://www.readingrockets.org/extras/stem_series

Look what I found near the pond.

Pond Discoveries

The SKIN you're in!

http://filefolderfun.com/

Slide 4

Math

read online

Sir Cumference
and the
First Round Table

Did you know that
Tumblebooks now
has math stories?

add to
favorites

add to
playlist

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Slide 5

Integrating self-help and literacy

hello | who's calling | hold on

mom/dad can't come to the phone | I will tell mom/dad | goodbye

Cafeteria

Wash Hands
1. Turn on the warm...
2. Wet your hands.
3. Turn off the water.
4. Get soap.
5. Wash and scrub for 20 seconds.
6. Rinse off the soap with warm water.
7. Dry your hands with a paper towel.
8. Turn off the water with the paper towel.
9. Throw the paper towel in the trash.

https://w3.setbc.org

http://www.suncastletech.com/

https://www.n2y.com   53

Slide 6

Learning social skills via literacy
-check out these pins!

https://www.pinterest.com/jillkuzma/books-i-love-for-teaching-social-skills/

Books I Love for Teaching Social Skills

Children can learn language by reading and listening to
stories, and they also can develop socially by reading books
that explore social and cultural topics.   54

One-stop shop for adapting books resources and more!

Adapted books

Adapted books, electronic and hard copy, can help students *who have difficulty accessing standard print books.* Modifications can include:

- Visuals (picture symbols, photo graphics from book, simplified text)
- Tactile (textures, Braille, manipulatives, props)
- Auditory (narration, text to speech, talking photo album)

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"Talking"

http://www.polk-fl.net/districtinfo/departments/learningsupport/ese/documents/CreatingTalkingBookswithPowerPoint2010.pdf

57

Adaptive switches

- Enable access for play and leisure with adapted toys or computer activities
- Can be activated by any part of the body, depending on switch type and location
- Switch interface required to use switch with computer (plugs into USB port)

Top view

Side View   58

Providing physical access

Book adaptations for access

- **Protect pages**. Laminate, cover with clear contact paper, place in zip-lock baggies or plastic page protectors
- **Place in 3-ring binders** or photo albums. Place tempo loop or Velcro strap on bottom to create easel
- **Page fluffers** create a space between the pages, making it easier to grasp and turn the pages

60

Visual contrast

- Provide visual contrast by placing dark-colored text on a light surface, and vice versa
- Provide extra sensory feedback by adding colors, sounds, and textures
- Use flashlights to highlight text
- Place letters on light box or other battery-operated light
- Use tactile or screen masks

50 Ways to Use a Light Box:
http://bit.ly/lightupbox

http://tinkerlab.com/homemade-easy-low-cost-light-table

61

Free printable books from Kiz Club

http://www.kizclub.com/reading1.htm

62

Props allow readers to interACT with great stories

Find numerous resources on the Kiz Club site including free printable props for many popular childrens' stories.

http://www.kizclub.com/stories.htm

63

Tactile Book Advancement Group
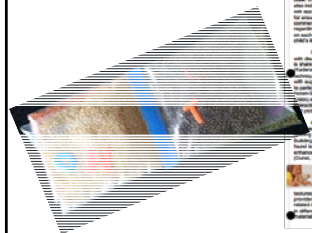
The Tactile Book Advancement Group works to promote the design, provision and enjoyment of tactile books for children who are blind or partially sighted. Find advice and information about designing, producing, using, buying and borrowing tactile books. Guidelines for publishers, authors and illustrators of children's books give suggestions about small changes that can make a big difference.

This 17 page booklet provides an introduction for to tactile book design, but is useful to reinforce the key principles to those who are more experienced:

http://www.tactilebooks.org

http://www.tactilebooks.org/making/telling-touch.pdf

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Squishy Books

http://unr.edu/ndsip/tipsheets/51-Making%20Squishy%20Books.pdf
http://www.med.unc.edu/ahs/clds/files/early-childhood-resources/therm.funbooksfo.pdf

65

Story boxes

A story box is simply a collection of items in a box or bag that corresponds to the items mentioned in a story.

- http://www.wonderbaby.org/articles/story-boxes
- http://www.pathstoliteracy.org/making-story-box
- https://www.pinterest.com/pathstoliteracy/storybox-ideas/
- http://www.unr.edu/ndsip/tipsheets/storyboxes.pdf

66

11

Object Books

http://unr.edu/ndsip/tipsheets/makingobjectbooks.pdf

67

Experience Books

- Personalized stories that can be highly rewarding and exciting because the child is the main character
- Creating experience books is an interactive communicative process between a child and significant adult laying the foundation for natural development of listening, speech, language and literacy.

http://bit.ly/experiencebooks
http://www.wsdsonline.org/video-library/deaf-blind-videos/experience-books/

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Remnant books

Remnant books are a visual/tactual way of helping students record important events in their lives. Students can pick a remnant to set a topic for face-to-face communication (Beukelman & Mirenda, 2005) or select a topic for writing (Musselwhite & Hanser, 2003).

http://www.med.unc.edu/ahs/clds/files/how-to-handouts/RemnantBooks_000.pdf

69

Baggie books

http://tnt.asu.edu/sites/default/files/baggbk.pdf

http://www.aacinstitute.org/Resources/ParentsCorner/SharingAndIdeaAlbum/Reading/070101Adaptin
gBooks.pdf

70

Tactualized book kits

Tactual book directions to accompany Don Johnston Start to Finish Literacy Starters:

http://donjohnston.com/stfliteracystarte
rs/#.VNqxhebF-So

http://www.med.unc.edu/ahs/clds/files/tactual-book-kits

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And yes, there is an app for that…

iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties

Creating eBooks with free and low cost apps
http://otswithapps.com/category/ebook-creating/

The top 17 free digital story-telling apps for the iPad
http://www.educatorstechnology.com/2012/07/top-20-free-digital-stotytelling-apps.html

http://www.callscotland.org.uk/Common-Assets/ckfinder/userfiles/files/Wheel_0f_Apps_V1_0.pdf

72

Accepting the challenge: http://literacy.nationaldb.org

All Children Can Read: Literacy Skills Checklist

Think about the child/student and place mark the box that best describes if/how often each of the following literacy-related behaviors are observed at home, school or in the community. The box at the end of each section provides information about where to locate strategies and resources on the literacy website to assist in developing and improving literacy skills.

Section 1				
	YES	NO	SOMETIMES	DON'T KNOW
Demonstrates little or no interest in people around him/her				
Uses behavior as communication				
Seems reluctant to engage in the environment				
Engages in self-stimulating behavior for a significant part of the day				
Demonstrates behaviors that are difficult to interpret (e.g. cries for no reason, appears to prefer being alone)				
Demonstrates passive behavior				
Disengages when invited to participate in a learning activity				
Has little or no experience with rhythm activities				
Has little or no experience with books or stories				
Has little or no experience with literacy learning activities				

Results:
➤ If you answered **YES** or **SOMETIMES** to several of the items above then *Building a Foundation* is where you will want to begin on the literacy website.
➤ If you answered **NO** to most of the items above then continue to the next section.
➤ If you answered **DON'T KNOW** to most of the items *or* if no clear pattern exists it is suggested that you begin with *Building a Foundation*.

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Elementary Story-based Lesson Task Analysis

Book or piece of literature to be used: _____

What the teacher will do	Materials to Present	What the student will do	Examples student responses
1.Get students attention	Show anticipatory set and allow student to interact with materials	Interact with materials	Eye gaze, touch, label
2. Review vocabulary and new symbols	Flashcards with words/ picture symbol/ and or object of key vocabulary word(s) (how many words)	Say/repeat/point to word or symbol	Touch, say, VOCA
3. Ask for prediction	Picture walk through the book. Provide prediction options with words/pictures/ objects. Present plausible, semi plausible, and not plausible	Indicates response to prediction	Verbally answer questions or Look at, touch, reach toward response board with options.
4. Read the title	Text point to title of book while labeling it as "title"	Point to title	Eye gaze word for word, point
5. Read the author	Text point to title of book while labeling it as "author"	Point to author	Eye gaze word for word, point
6. Ask, "how do we get started?"	Present the book upside down and backwards	Opens book to first page of the book	Reorients book and opens, activates VOCA to request open
7. Reads text	Text point along with reading and pauses at end of page	Turns pages when appropriate	Turns page, looks at pic symbol, or activates VOCA
8. Pauses for repeated story line	Reads up to repeated story line or half of repeated story line	Anticipates repeated story line or finishes repeated story line	Says story line or activates switch
9. Pauses for finding the word/picture on page	"Can you find the one of our vocabulary words on the page?"	Points to picture/ word/ object that teacher says	Look at, touch, says word
10. Give student an opportunity to point to chosen line	Wait for student to respond	Text point to chosen line in book	Point, eye gaze
11. Asks comprehension question/ review prediction	Provide comprehension options with words/pictures/ objects. Present plausible, semi plausible, and not plausible (can be same as prediction question)	Answers question	Eye gaze, touch, speak, reach toward, VOCA, AAC

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OK, well, maybe we have time for just one verse…

Choose related materials focusing on competencies

With web 2.0 you can do so with some ease

Find engaging resources that are sure to please

There must be 50 ways to extend literacy…

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Contact us!

Sally.NortonDarr@lcps.org   Loudoun County Public Schools   Judith.Schoonover@lcps.org

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