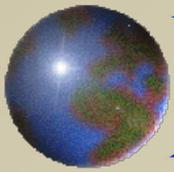


The power of words

Practical ideas for reading and writing

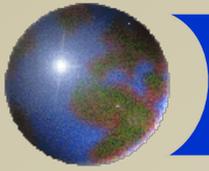
*Pascal Cheng, Mark Utter,
Christian Georges, Julia
Kimball, Joyce Watts
HowardCenter*

Making Communication
Happen Worldwide,
10/26/10

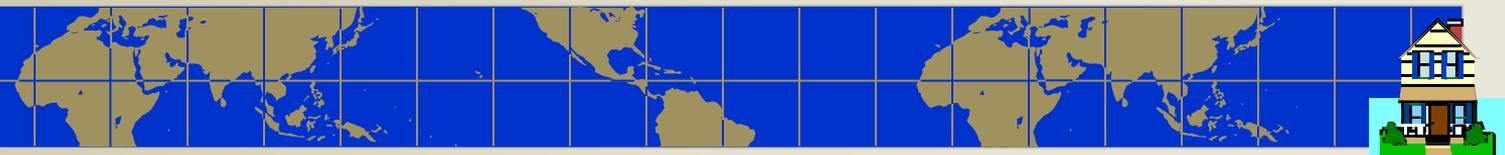


Thinking about our own literacy experiences:

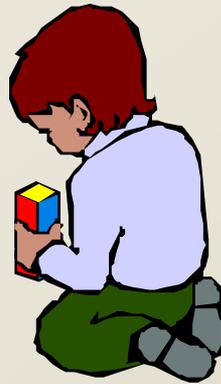
- ✚ How did you learn to read?
- ✚ How did your children learn to read?
- ✚ How did you use print this morning?

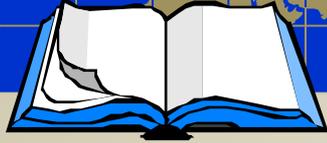
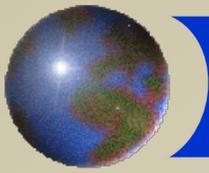


A Framework to Think About Literacy



Literacy begins at birth and continues throughout life.

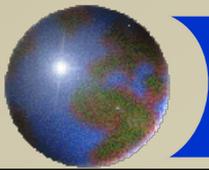




*Reading is getting
meaning from text.*



*Writing is giving
meaning to text.*

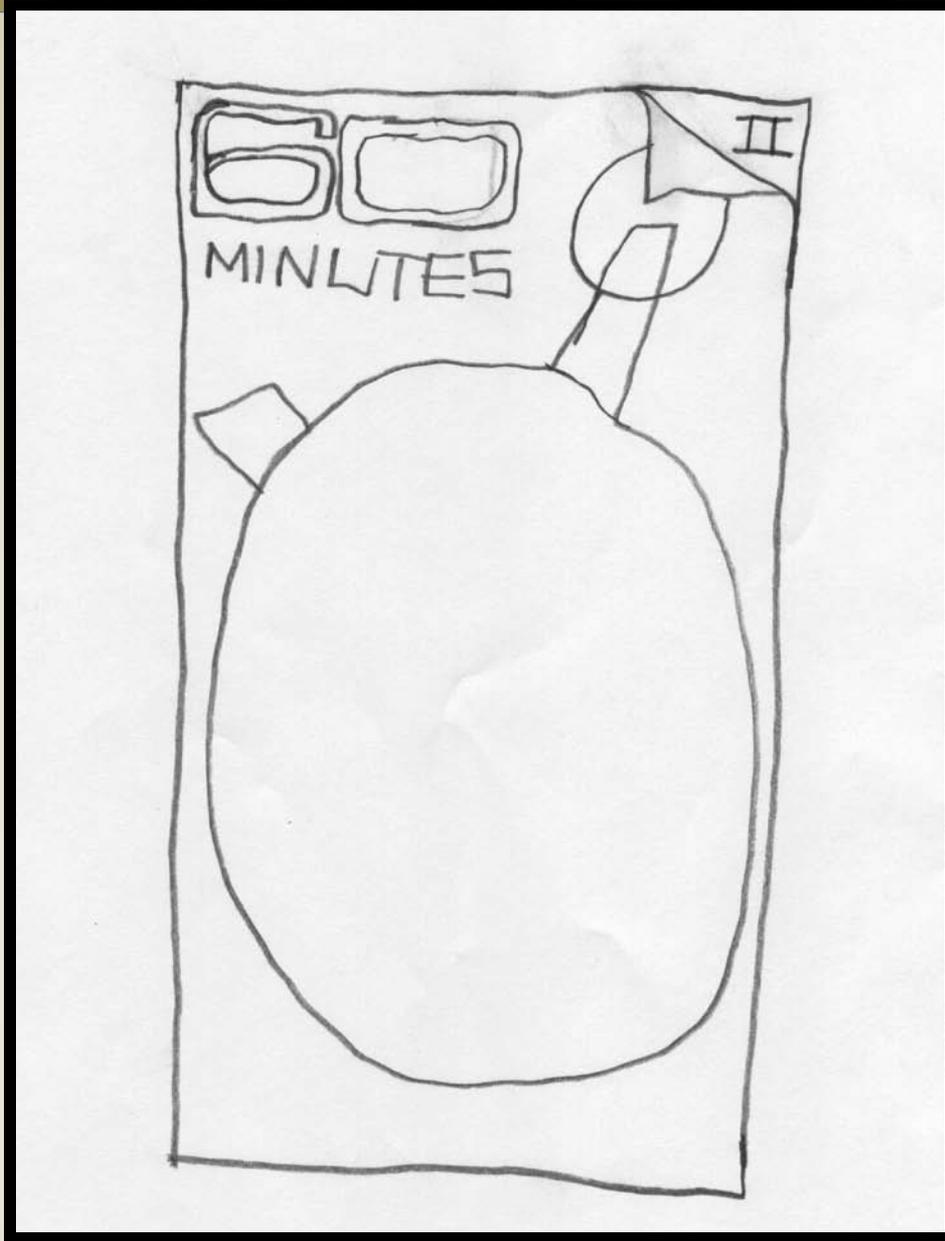
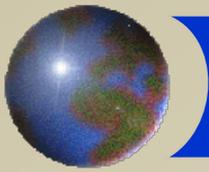


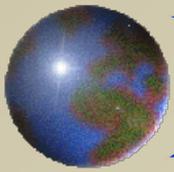
Expanding the traditional definition of Literacy - multiple literacies

Students demonstrate literacy when they act out a scene from a favorite movie, page through a book, have a conversation, listen to the teacher read a poem, illustrate an idea, tell a joke, or show a peer how to use their communication board or sign system...

(Kluth and Chandler-Olcott, 2008)







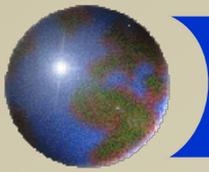
What do we know about the reading process?

OLD VIEW

- ✚ **School Based**
- ✚ **Linear**
- ✚ **Sequential**
- ✚ **Additive**
- ✚ **Linked to Speech/Readiness**

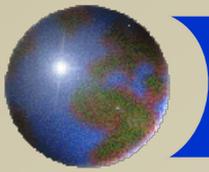
NEW VIEW

- **Concurrent**
- **Interactive**
- **Contextual**
- **Generative**
- **No readiness needed**
- **Lifelong**



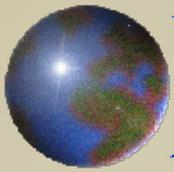
“Literacy caught not taught”



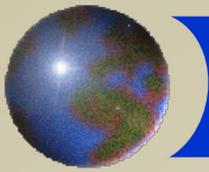


“The fact is that environments, surroundings and communities are just as much teachers as are those people specially employed with that title. The only difference lies in their intentions. Teachers in schools set out with the intention that their pupils will usually learn and usually have some well developed notion of what they learn.

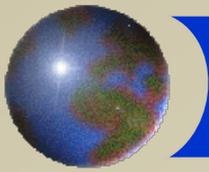
David Wray, English 7 - 11, 1995



...Those who create and form part of the out of school environments in which children have no intention of causing any particular learning. Yet cause it they do, in a way which meets all the criteria for teaching with the exception of intentionality".

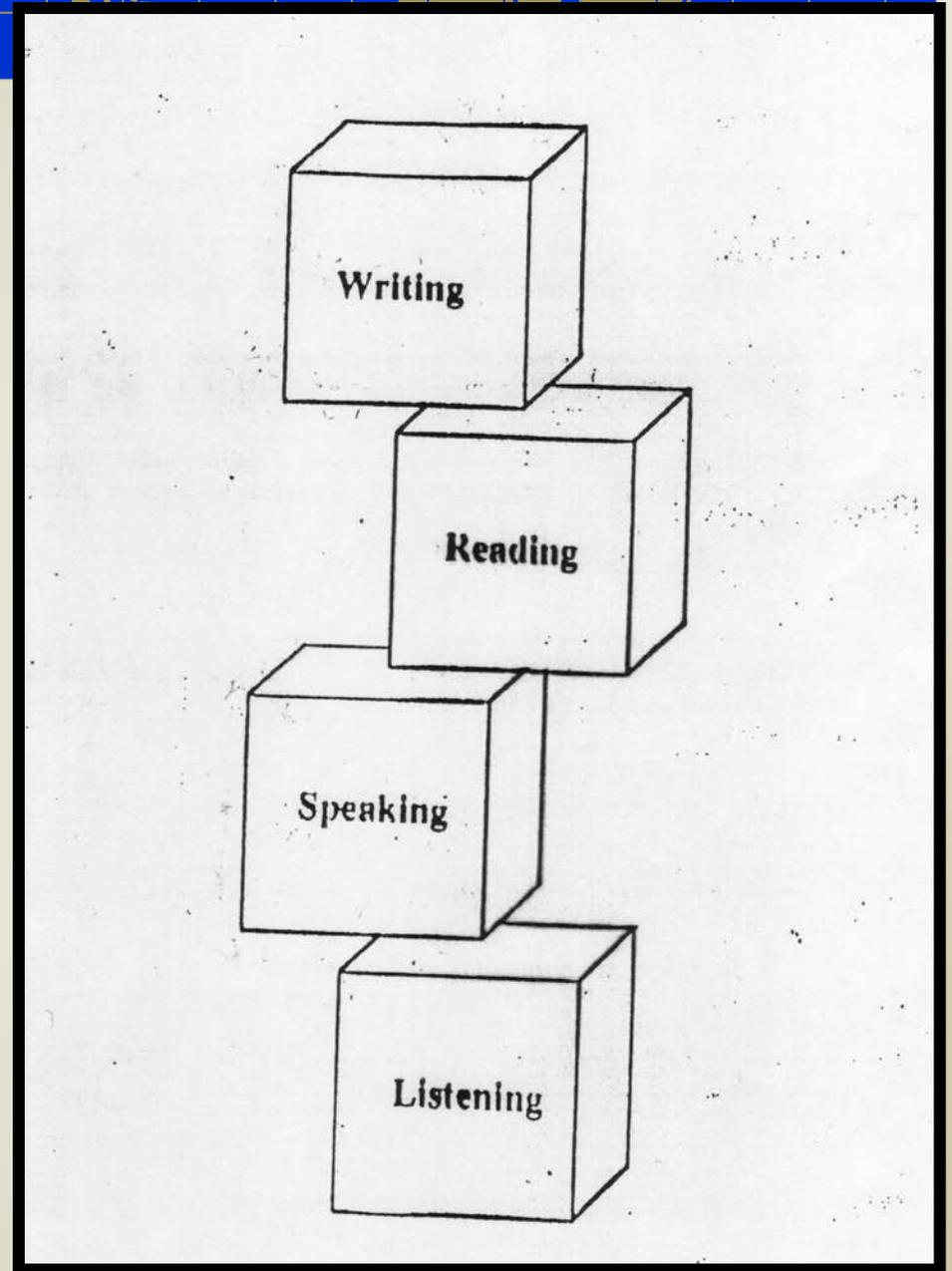


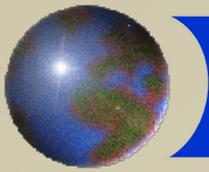
*All people are part of a
Literate Community”
(Kliewer, 1998)*



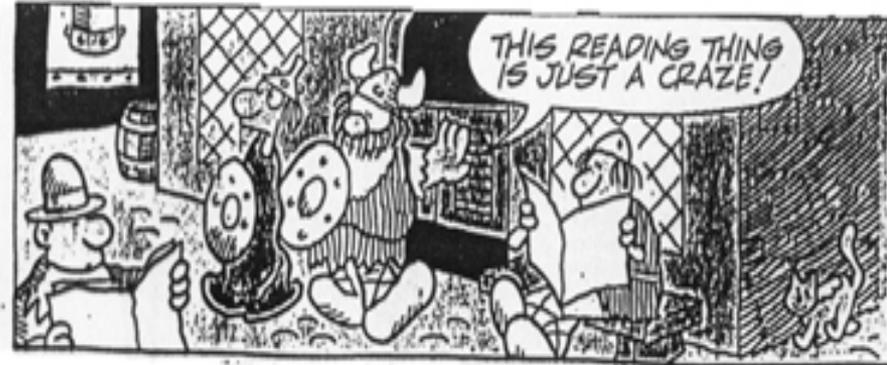
Traditional Model of Literacy Learning

(Koppenhaver 1992)

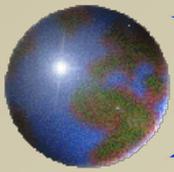




HAGGAR
the
horrible
by
DIK
ROWNE

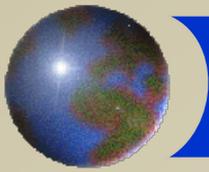


Why literacy is important



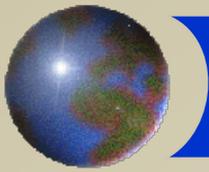
Why literacy is important?

- ✚ Choices
- ✚ Decision-making
- ✚ Daily living
- ✚ Community access
- ✚ Communication
- ✚ Personal expression
- ✚ Leisure
- ✚ Self-help
- ✚ Self-esteem
- ✚ Social involvement
- ✚ Employment



Myths about literacy for adults with developmental disabilities

- ✦ Education ends after high school - emphasis on functional living skills
- ✦ Cognitive abilities and communication skills are pre-requisites for access to literacy
- ✦ Readiness skills need to be taught first, e.g. letter identification
- ✦ Teaching needs to happen in a drill-based, isolated instruction format



WALK

GO

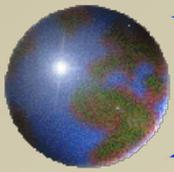
MEN

WOMEN

EXIT

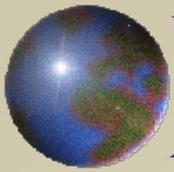
STOP

Death by sight words



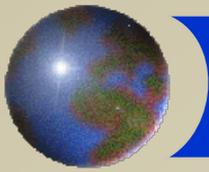
Beliefs supporting literacy access

- ✦ Literacy is a lifelong activity
- ✦ No one is too disabled to benefit from literacy instruction
- ✦ Communication skill development and literacy skill development are directly linked
- ✦ Expectations and attitudes of support people in an individual's life are critical to success with literacy



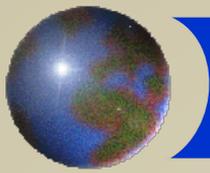
Practices supporting literacy learning

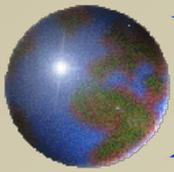
- ✚ Literacy needs to be viewed as an integral part of a person's life
- ✚ People need to be living in "print rich" environments
- ✚ Literacy activities need to be functional and personally relevant to the individual



Practices supporting literacy learning

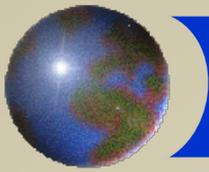
- ✚ Activities involving reading, writing, communicating and listening should happen concurrently
- ✚ Literacy activities need to be interactive and should occur in inclusive, social contexts





"An individual can study Jack Gilbert's "Going Wrong" and get a great deal out of it, but nineteen readers giving the poem their complete attention can reach a soaring level of understanding and appreciation. Soaring is the operative word here - the sensation resembles what a single bird must feel in the sudden turn, dip, or sharp angle in those synchronized flights of whole flocks maneuvering over fields at twilight."

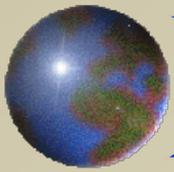
David Huddle, Professor of English, University of Vermont,
"Sublime Time in the Seminar", 2009



How do we determine where to start with literacy learning?

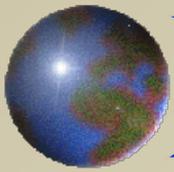
Identifying personal goals for literacy learning are critical for developing the motivation to read and write:

“What are your reasons for wanting to learn to read and write?”



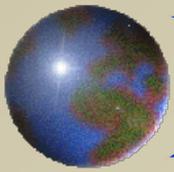
Potential goals – quality of life

- ✦ Communication
- ✦ Reading and writing for personal enjoyment
- ✦ Social interaction - exchanging ideas with others
- ✦ Learn about things of interest to you
- ✦ Exploring creativity
- ✦ Specific educational goal, e.g. GED
- ✦ Employment

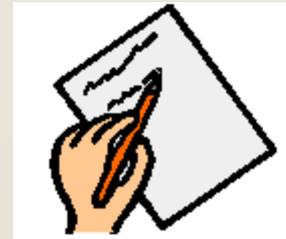


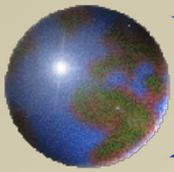
Establishing a starting point for skill development

- ✦ Identify the learner's goals and needs, the skills the learner already has, and the skills he or she needs to develop
- ✦ Determine the literacy requirements of the person's everyday environments
- ✦ Plan instruction and identify teaching methods and materials most appropriate for the learner
- ✦ Establish a baseline that can be used to evaluate progress towards the learner's goals



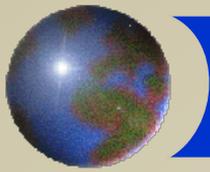
Guidelines for providing literacy experiences and instruction





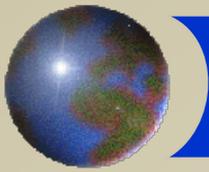
*Skilled reading and writing instruction
and performance involves the following:*

- ❑ Word Identification
- ❑ Comprehension
- ❑ Vocabulary Development
- ❑ Reading out loud - rate and fluency
- ❑ Writing



Activities to practice learning sight words

- ✚ Real life experiences – e.g. ordering food in a restaurant
- ✚ Matching words to photos/symbols
- ✚ Word bingo
- ✚ Word concentration
- ✚ Writing words: fill-in-the blank exercises
- ✚ Reading connected text using the words

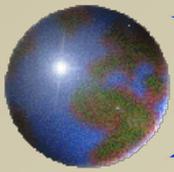


Roses Are Red

Roses are red.
Violets are blue.
Sugar is sweet.
And so are you.

Kiss Me Not

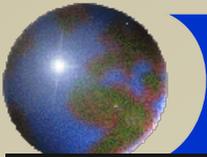
Roses are red.
Violets are blue.
Please don't kiss me,
'cuz I have the flu.



Reading comprehension

- ✦ Should be included as a part of every lesson whether the person is reading single words or connected text in a book
- ✦ What is read should connect directly to a student's interests – utilize background knowledge
- ✦ Students should be exposed to a variety of texts
- ✦ Students should read alongside skilled readers who can model comprehension skills

Copeland, 2007



What arts and crafts activities do you like to do?



Other ideas I have are:

Using graphics to support comprehension



What bills do I have to pay? I have to pay for:

6696TV
19665 9000R006V

electricity



newspaper



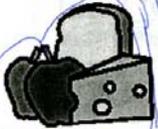
dentist



cable TV



food



doctor



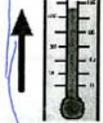
water



rides



heat



rides



Which bill is the most?

THPM € HPMA
+ HPM € HPMA



What bills do I have to pay? I have to pay for:

water

cable TV

food

rides

dentist

colme
11.1.1318
2:00
1:00
1:00

electricity



newspaper



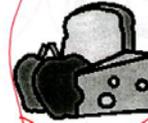
dentist



cable TV



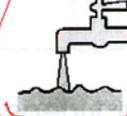
food



doctor



water



rides



heat



rides



Which bill is the most?

Reading, Writing and Communication

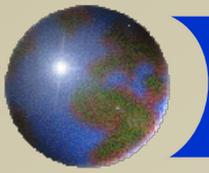


Is me I am having a birthday party. I am having a cake. The cake is yellow. The cake is has candles . and and there are many . candles

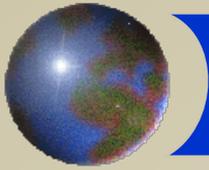


I am open the presents I got some cds. this is cd this is a card eric and leslie and aunt Carol watching me. This is mom the party is fun ..

Writing to communicate



Design writing activities that are fun and enable individuals to use their creativity and express their opinions



Poetry is adding freedom
to language

Snaring leashes on
creativity and throwing
them away.

Larry Bissonnette



Macaw *Larry Bissonnette*

That macaw speaks like a tape with a seam.

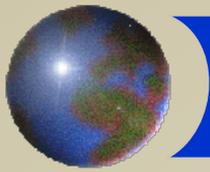
Get quiet crazy bird.

Too loud you are.

Can't you mean to say less by posing as a
silent film star?

Acting foolish can only make trouble.

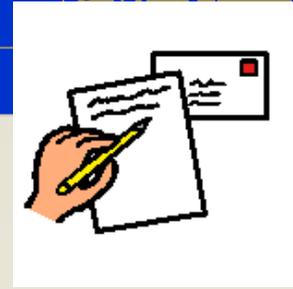
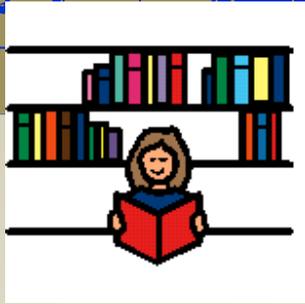
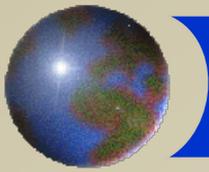
Wake-up for gabbing when the zoo needs a
tacky sideshow!



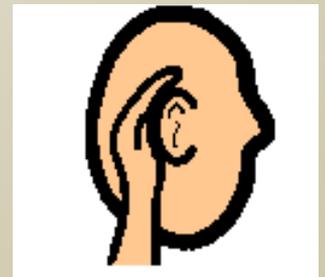
WHY DOES SANTA GO ON
A DIET SEW HE CAN STOP
EAT HE IS FAT

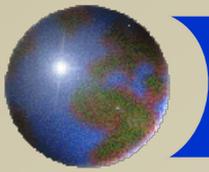
WHY DOES SANTA LIKE
WINTER SEW HE GO
SLEIGHING IN SNOW SEW
HE GET HE RIANDEER

JUNGLE BELLS JUNGLE
BELLS BATMEN SMELL
ROBBIN LADE EGGS



Involve the individual in all forms of literacy activity, ie., reading, writing, communicating and listening

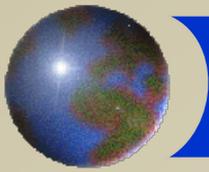




“I thought the ending of the story was really dumb...”

“Well, if you look at it this way...”

“I see what you mean but...”



Selecting books

- ✚ Picture books in children's section of local library
- ✚ Interesting pictures/photos with small amount of text on page
- ✚ Topics are appropriate for all ages - can be fiction/non-fiction
- ✚ Audio books
- ✚ Adapted page turning book – powerpoint



The Life and Work of Mary Cassatt by Ernestine Giesecke

Most of Mary's paintings are **portraits** of her family, friends, and neighbors. Many things in Mary's paintings belonged to her. Look at the silver tea set on page 20. You can see it in the painting on this page.

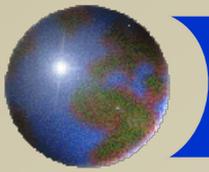
student-created (or teacher-created) Power Point books

*Maniac
McGee*

- scan pages from a picture book (no need to scan every pic)
- in a new PP file, create an adapted version of the book (fewer words, less complex vocabulary)
- insert appropriate images from the book
- add sounds/voice by using the “record narration” function

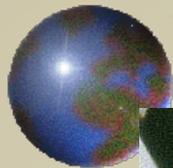
By: Jerry Spinelli





- ✦ Maniac Magee wasn't always Maniac Magee.
- ✦ He was called Jeffrey when he was born.
- ✦ Then his parents died.
- ✦ They died in a crash.





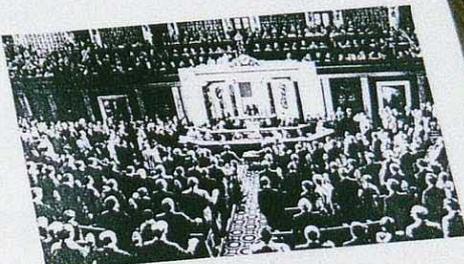
with
pu
Hopeful links
foreign PACs
to Clinton
★ 1996
The race for president
Candidates' tall tales 2A

Wha
A
wi
Y

There are 2 parties in politics.

One party is the

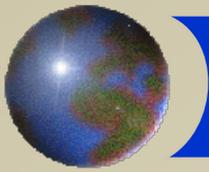
Republican Party.



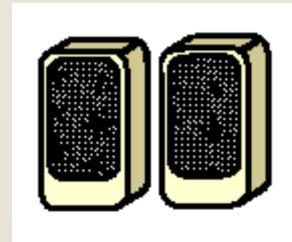
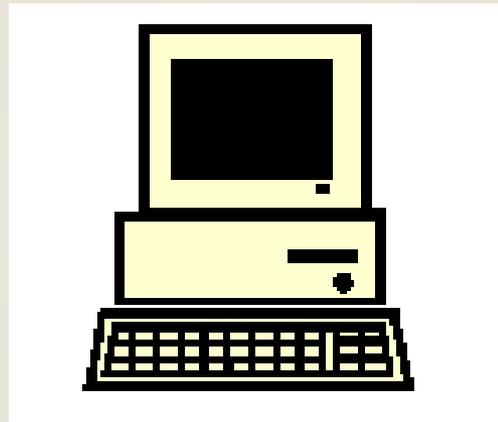
The other party is the

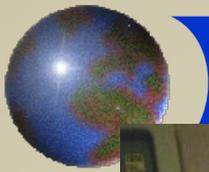
Democratic Party.

Building background knowledge

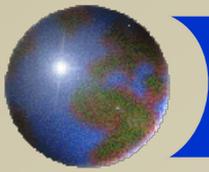


Explore the use of technology to facilitate reading and writing



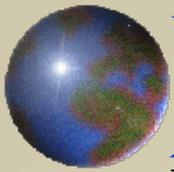


Using a talking word processing program



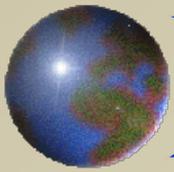
Involve all significant members in a person's support network in assisting them with their literacy efforts





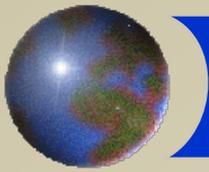
Resources

- ✦ New Readers Press:
www.newreaderspress.com
- ✦ Mayer-Johnson Inc.: www.mayerjohnson.com
- ✦ Don Johnston, Inc.- www.donjohnston.com
- ✦ Edhelper – www.edhelper.com
- ✦ Enchanted Learning -
<http://www.enchantedlearning.com>
- ✦ Center for Literacy and Disability Studies:
www.med.unc.edu/ahs/clds/index.html
- ✦ Paula Kluth <http://www.paulakluth.com>
- ✦ Accessible books <http://www.bookshare.org/>



Books

- ❖ **Copeland, Susan R. & Keefe, Elizabeth B.** (2007). *Effective Literacy Instruction for Students with Moderate or Severe Disabilities*. Baltimore: [Brookes Publishing](#).
- ❖ **P. Kluth and L. Chandler-Olcott** (2008), *A Land We Can Share: Teaching Literacy to Students with Autism*, Paul H. Brookes Publishing Company, Baltimore, MD



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pascalcc@howardcenter.org