Communication and Emergent Literacy

Presenter

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Medicine, University of North Carolina at Chapel Hill. Her research addresses literacy, language, and math assessment and instruction for students of all ages with significant

cognitive disabilities and complex communication needs. Prior to working for the CLDS, she served in various states as a state and district educational consultant, principal, teacher of students with significant disabilities, and exceptional children director.

Agenda

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|  |  | Content | Activity |
| Section 1 | *Introduction*  15 min | Review of Agenda, Learning Outcomes, and Handouts. |  |
| Section 2 | *Core Vocabulary* | Why Core vocabulary can be such a powerful communication support | * Universal Core Board: 36 Location Board * Convey a Message with a Single Word or in Combination |
| Section 3 | *Beginning Communicators* | How adults can make meaningful connections between the intent of the observed behavior and related symbols. | * Ways to communicate * Use classroom examples to make connections between behavior and symbols. |
| Section 4 | *Aided Language* | Demonstrating symbol use for beginning communicators. | * Communicating with Symbols: Encouraging or Requiring? * Connecting Symbols to Expression |
| Section 5 | *Individual Access* | Information on providing individualized access to the core vocabulary and an introduction to a selection tool for getting started. | * Decisions Regarding Initial Universal Core Formats * Discuss the Speech Generating Device support |
| Section 6 | *Daily Routines* | Using universal core vocabulary to take advantage of every opportunity for educators to teach and students to learn. | * Taking Advantage of Classroom Routines * Supporting Each Other |
| Section 7 | *Academic Instruction* | Discuss how to support interaction and teach communication as students engage in academic instruction across the school day. | * Review the *Project General Core Self-Reflection & Observation* form |
| Section 8 | *Evaluations and IEPs* | Discuss procedures for obtaining AAC Evaluations. Discuss how to include Communication goals in goals and objectives for IEPs. | * Generate possible IEP goals. |