AAC & Literacy

Review and Resources
By Kelli Gladieux and Tami Taylor
What is AAC?

ASHA defines *augmentative and alternative communication (AAC)* as an area of clinical practice that attempts to compensate (either temporarily or permanently) for the impairment and disability patterns of individuals with severe expressive communication disorders (i.e., those characterized by severe impairments in speech-language, reading, and writing).

http://aacinstitute.org/what-is-aac/

“The goal of AAC is to achieve the most effective communication possible for the individual in order to maximize their potential and lead the highest quality of life possible.”
High Tech AAC

http://www.ussaac.org/aac-devices

Electronic, rechargeable power source, store large amounts of vocabulary
Maya

https://youtu.be/0tNT9jwB_SA
Low Tech AAC

http://www.ussaac.org/aac-devices

No battery, electricity, or electronics
Eye Can Talk and Read

https://eyecantalk.net/2016/06/20/paper-press-and-profile/
KEEP CALM AND Don't Fear Technology
Creating Opportunities

http://www.engagingalllearners.ca/ip/conversation-with-caroline-musselwhite/index.php#1

So, how do we know where to start???
# Identify Reading Stages

## Literacy Rubric from Language Lab (Kathy Staugler)

<table>
<thead>
<tr>
<th></th>
<th>Early Emerging Literacy</th>
<th>Transitional Emerging Literacy</th>
<th>Early Conventional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1 point) Interest/Awareness</td>
<td>(2 point) Participation</td>
<td>(3 points) Recognition</td>
</tr>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>Shows word interest or enjoyment in rhyme play activities</td>
<td>Participates during rhyme play by repeating words of similar sound patterns</td>
<td>Attempts to create word similarities, such as rhyme or initial sound patterns</td>
</tr>
<tr>
<td><strong>Concepts of Print</strong></td>
<td>Shows beginning interest or attention to book reading</td>
<td>Attends to story reading and graphics with minimal prompts</td>
<td>Recognizes left to right sequence of text within page format</td>
</tr>
<tr>
<td><strong>Word Recognition</strong></td>
<td>Shows beginning interest or attends to graphics or pictures</td>
<td>Identifies named pictures or graphics</td>
<td>Recognizes familiar signs, names, or text words with graphic support</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Shows beginning awareness of repetitive lines in story reading</td>
<td>Participates with a repetitive line during story reading</td>
<td>Predicts or repeats repeated lines within a story</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Shows indications of spoken word and object recognition within own experiences</td>
<td>Associates spoken word to graphics within a story page read</td>
<td>Associates connected speech with supporting graphics during story reading</td>
</tr>
</tbody>
</table>

### Total Score

<table>
<thead>
<tr>
<th>Early Emerging Literacy</th>
<th>Early Transitional Emerging Literacy</th>
<th>Transitional Emerging Literacy</th>
<th>Late Transitional Emerging Literacy</th>
<th>Early Conventional Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5</td>
<td>6 - 10</td>
<td>11 - 15</td>
<td>15 - 20</td>
<td>21 - 25</td>
</tr>
</tbody>
</table>

**Directions:** Engage the student in story reading and/or reading related activities. Observe student’s behaviors and level of participation. Mark the space in each row that most clearly defines the student’s level of concept understanding. Calculate the total points for the student. Within each of the five areas, note the level of text that you should select to help the student move further in their skill and understanding.

**Student Name**

**Date**

**Assessed by**

Kathy Staugler © 2007
### Identify Reading Comprehension Stage

#### Comprehension Techniques Across Developmental Stages

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comprehension Techniques**

**Scott Marilus & Kelly Fenner * 2013 * marilus@mac.com * kfenner@earthlink.net**

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**Table**

<table>
<thead>
<tr>
<th>Title of Reading Passage</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Difference between testing and teaching

Activities

Language Lab:  www.aaclanguagelab.com

Shared Reading:  https://youtu.be/cwSxTDsQZb0 (Dynamic Learning Maps)
(Example - https://youtu.be/cVvEhayDVsk)

Tar Heel Reader:  http://tarheelreader.org/

News 2 You:  https://www.n2y.com/products/news2you/

Unique Learning Systems:  https://www.n2y.com/products/unique/
Balanced Literacy Group

http://www.aacintervention.com/default.asp?sec_id=180009852

http://aacgirls.blogspot.com/
Camp ALEC

http://www.campalec.com/home/

Inspired by Alec Cunningham

Dr. Karen Erickson and Dr. David Koppenhaver.

“Campers spend 3 hours daily in literacy activities in a 1:1 setting. The rest of the day campers enjoy a typical camp experience which can include rock wall climbing, swimming, talent shows, camp songs, campfires…..while campers are enjoying camp experiences, the adult educators are in the classroom receiving further training in a Level 2 Literacy Academy with Dr. Erickson and Dr. Koppenhaver. At the conclusion of camp, families receive informal descriptive reports detailing the results of literacy assessments and trialed interventions to share with their educational teams back home. Educators will leave with a deep understanding of literacy instruction for complex children which they can share with their colleagues.”
The Takeaway...

“Good literacy instruction is good for all students”

Dr. Caroline Musselwhite
KEEP CALM AND LOVE LITERACY
Resources

https://youtu.be/cwSxTDsQZb0

http://aacliteracy.psu.edu/index.php/page/show/id/15/


https://youtu.be/0tNT9jwB_SA


https://www.med.unc.edu/ahs/clds/resources/conference-handouts

http://www.everyonecommunicates.org/resources/literacy.html

http://www.litdis.com/
