



Emergent Literacy for Older Students and Students with Complex Communication Needs

Course Description: Children that have complex communication needs often do not demonstrate literacy skills in the same way as their peers due to sensory, motor and cognitive differences. Educators are challenged to accurately assess students' skills and to provide appropriate emergent literacy instruction. This course will provide a clear profile of the elements of an emergent literacy program, and offer options for assessment and instruction. Participants will be directed to specific, vetted resources that can support their implementation of the program.

Learning Outcomes:

Participants will be able to:

1. Identify the elements of a balanced literacy program as applied to emergent literacy
2. Name the features of an emergent reader and writer
3. Identify specific assessment tools to use with students developing early literacy skills
4. Identify appropriate activities to address skills in each area of the literacy program
5. Begin to identify alternative receptive and expressive options for students who have complex communication needs
6. Access additional resources related to emergent literacy assessment and instruction

Agenda:

1:45-2:15: Literacy Program - Elements of a balanced literacy program Emergent literacy - What is emergent literacy? Who is an emergent reader/writer? Why?

2:15-3:00: Assessments – Discussion and resources Adaptations - What are some potential participation barriers? What are some receptive and expressive communication options?

3:00-3:15: BREAK

3:15-4:00: Instruction – Discussion and resources

Adaptations - What are some potential participation barriers? What are some receptive and expressive communication options?

4:00-4:30 Questions & Answers

Closing - Course evaluation and closing remarks

Speaker: Maureen earned a B.S. in Communication Disorders from the University of Massachusetts at Amherst, then earned a M.S. in Speech-Language Pathology from the University of Vermont that included a comprehensive training grant in Augmentative and Alternative Communication. She worked for Easter Seals in Massachusetts for eleven years before joining the Center of Disability and Community Inclusion at the University of Vermont eleven years ago. She currently works as an Augmentative Communication Specialist with the Vermont I-Team, where she consults with teams across the state that support individuals with complex communication needs.

Disclosure:

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