EMERGENT LITERACY FOR CHILDREN WITH DISABILITIES

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Adapted from Emergent Literacy for All by
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SESSION OBJECTIVES

- Develop an understanding of why the issue of emergent literacy is important for children with disabilities
- Introduction to the components of making language and literacy visible
- Introduction to teaching tips and a learning model for enhancing emergent literacy
- Develop a repertoire of practical strategies that help teachers make language and literacy a part of everyday activities for children with and without disabilities
AGENDA

- Setting the Stage
- Definitions
- Making Language & Literacy Visible
- Brain Writing Activity - Walkabout
- Break/Complete Activity Sheets
- Tips for Teaching Emergent Literacy Skills
- Multi-sensory Learning Model
- Developmentally Appropriate Approach
- Emergent Literacy Strategies
- Web Activity
- Tools and Resources
- Back Home Plans
Emergent Literacy - A Definition

Emergent literacy is the gradual, ongoing development of language skills that takes place from birth through the early elementary years. Listening, speaking, reading, and writing are interconnected pieces of emerging literacy. Children first learn to listen and speak. They make sense of the language they hear and learn to express their own ideas and feelings. Then they use these and other skills to explore reading and writing. Each of these language skills contributes to the development and use of the others.
Why is the Issue of Emergent Literacy Important for Children with Disabilities?

Children with disabilities and special needs are at risk:

- For communication and language delays
- Because learning objectives in communication & language lay the foundation for literacy
- Because they often do not receive important interventions in other emergent literacy skills because of their language delays
- Since it is expected that children with disabilities will become readers and writers, their learning experiences must be rich in the pre-literacy skills necessary to read and write
MAKING LANGUAGE & LITERACY VISIBLE

It is important to remember...

- Language and literacy starts at birth

- All children need opportunities and access to all components of emergent literacy
Components of Making Language and Literacy Visible

Play...

- Interactive play
- Dramatic Play (including play with literacy artifacts)
- Play with letters/sounds
- Play with rhymes
- Play with words
- Pretend reading
- Play may include computer activities (For children with disabilities play may need to be directed and modeled. Can be incorporated into mini lessons)
Components continued...

Listening Comprehension...
- Receptive language

Expressive Communication...
- Interactive communication
- Expressive language (may include sign language, symbol use and/or technology)
Components continued...

Emergent Reading...

- Participation in story time (traditional)
- Participation in supported reading (similar to guided reading)
- Opportunities for self selected reading (Book center/Bedtime story and books may be adapted to tape and available on computers)
- Singing the story in song format (For some students who are cognitively young or delayed or who are on the autism spectrum)
Components continued…

Emergent Writing…

- Models of print in use
- Functional print in the environment
- Opportunities to independently practice (May include scribble, draw and create messages with photo symbols and/or letters or computer generated text)
- Skill development…(May be infused in play emergent reading and emergent writing)
- Phonemic awareness
- Concepts about print
TIPS FOR TEACHING EMERGENT LITERACY SKILLS

- Child-focused instructional strategies (CFIS)
- Embedded learning opportunities (ELO)
- Curriculum modifications (CM)
- High-quality early childhood environment (QECE)
MULTISENSORY APPROACH AS A LEARNING MODEL...

- Children learn through repetition
- Book reading occurs daily
- Books are selected carefully
- Children take an active role in the learning process
- Children learn from Modeling
- Children need independent practice with the materials you model
- Teachers capitalize on teachable moments
DEVELOPMENTALLY APPROPRIATE APPROACH...

- Developmentally versus Individually appropriate approach
- Learning is an integrated process
- Print rich environments
- Writing is a developmentally vital part of the program
- Small group or “mini” group interventions are necessary for “at risk” or children with developmental delays
QUICK EMERGENT LITERACY STRATEGIES...

1. Create sign-in sheets for students to sign their names (at home this could be on a chore chart or toothbrushing chart)
2. Sing a story to children
3. Create an interactive attendance or activity chart
4. Create children’s name cards with name and photo
5. Collect props or visuals for a story book
6. Find a simple story that children may like to read back to you
Strategies continued...

7. Read the simple story with children in mini groups of no more than 3 peers or siblings or friends (readings should last no more than 5 minutes)
8. Label toy bins or toy box with a picture and word
9. Use rhythm songs for transition times
10. Model how to write a message and have children deliver messages to friends, parents, siblings
11. Read ABC books to children
12. Put magnetic letters up for students to explore
Strategies continued...

13. Create a simple home or class book using children or family members names and photos

14. Add some literacy artifacts to your pretend play area (notepads, pencils, etc...)

15. Find pictures to go with fun songs that you sing (home or school). Paste the picture and printed word on cards. Hold up or point to the pictures as you sing. Pause to see if children can insert the item you are holding up.


17. Show all children that you love books and reading
MAKING LANGUAGE & LITERACY VISABLE…TOOLS & RESOURCES

- Making Language & Literacy Visible...The Checklist
- Print Rich Classroom Checklist---Preparing the Environment For Literacy
- Planning Web
- Head Start Training Guide: Emergent Literacy-Appendix C
- Building Blocks...Tips Chart for Teaching Emergent Literacy Skills
- Book Bag - Resources from Region III DSQIC