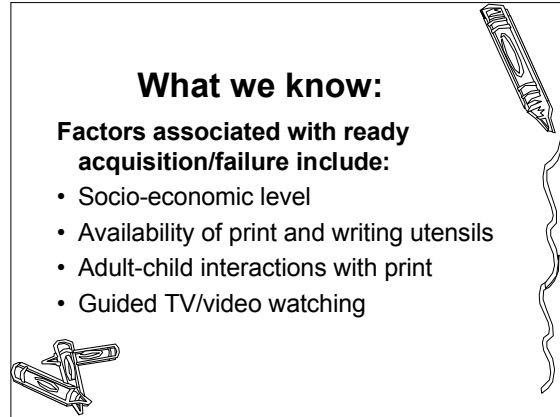


**Emerging Literacy
in Special Populations:**
Oh Say What They See and Do!

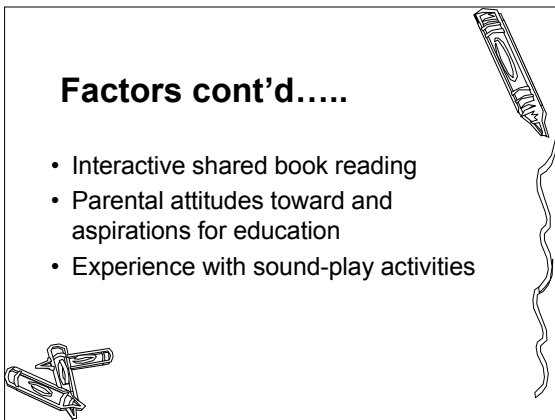
Chris Marvin, Ph.D.
University of Nebraska -Lincoln
March 2005



What we know:

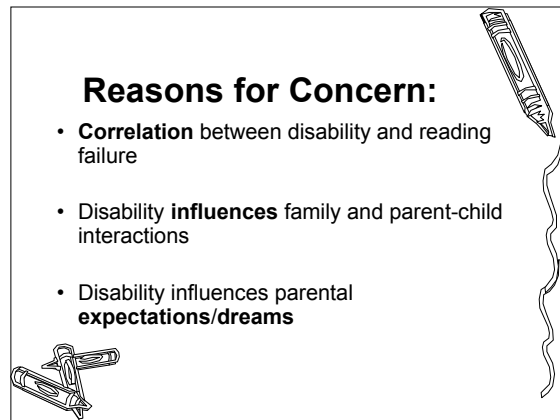
Factors associated with ready acquisition/failure include:

- Socio-economic level
- Availability of print and writing utensils
- Adult-child interactions with print
- Guided TV/video watching



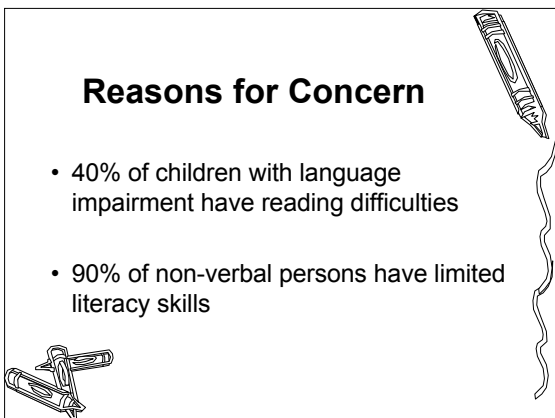
Factors cont'd.....

- Interactive shared book reading
- Parental attitudes toward and aspirations for education
- Experience with sound-play activities



Reasons for Concern:

- **Correlation** between disability and reading failure
- Disability **influences** family and parent-child interactions
- Disability influences parental **expectations/dreams**



Reasons for Concern

- 40% of children with language impairment have reading difficulties
- 90% of non-verbal persons have limited literacy skills



Reasons for Concern

- Most common disability for preschool-age children is:
language/communication

Double Jeopardy?

Children with **disabilities** (language and/or other impairment) may be from **literacy-impoveryished** homes

- Socio-economic
- Disability-influenced

Our Charge:

Provide individualized literacy-learning opportunities to ALL children

Principles for Early Intervention/Support

- Emerging Literacy as Developmental
- Literacy Bill of Rights
- Activity-based Intervention
- Scaffolding Can-do's
- Language-based Literacy

Nebraska's Early Learning Guidelines:

Language and Literacy

- Listening
- Speaking
- Phonological Awareness
- Print Awareness
- Book Knowledge
- Writing and Alphabet Knowledge

Challenges

- Hearing loss
- Vision distortion/acuity
- Autism:processing/symbolism
- Physical access/interactions
- Fatigue
- Linguistic confusion/immaturity
- Limited world knowledge/experiences
- Cognitive learning/memory hurdles

Begin with Assessment

**Home
Classroom
Child**

Home

- **Home Literacy Inventory**
– (Marvin & Ogden , 2002)



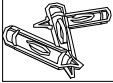
Classroom

- **ELLCO: Early Language & Literacy Classroom Observation**
– Smith & Dickinson (2002)
- **Building Blocks** (pg 169, see handout)
– Sandall & Schwartz (2002)



Child

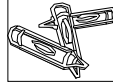
- **Infant-Toddler Literacy Assessment**
– Barb Jackson (2004)
- **Ladders to Literacy**
– Notari-Syverson, O'Connor & Vadasay (1998)
- **TROLL: Teacher Rating of Oral Language & Literacy**
– Smith & Dickinson (1997)



Focus

Adaptations/Supports on:

- Literacy Rich Environments
- Shared (dialogic) Reading Experiences
- Orthographic & Phonologic Activities



Literacy Rich Environments

- Words, Logos, Photos, Books, Stories
- Conversations “then & there”
- Make print meaningful
- Provide authorship as well as reader experiences.



Shared Dialogic Reading

- Ask open ended questions
- Repeat what child says
- Expand on what child says
- Follow child's interests
- Praise and encourage
- Prompt child to fill in the blank word/phrase
- Prompt recall of earlier parts of story
- Relate story to child's life.



Orthographic and Phonologic Activities

- See Building Blocks (pg 174)
- Name writing, first initials
- Name recognition
- Scribbling, typing, copying letters & words
- Dictating
- ABCs
- Rhyming
- Word segments/syllables



Adaptations for Children with Disabilities

- Too much emphasis on orthographic and phonologic once in school.....
- not always enough emphasis on literacy-rich environments and shared reading experiences



“Oral language and literacy orientation were the best predictors of literacy intervention outcomes”

- Justice, Chow, Capellini, Flanagan & Colton (2003)



Road to Literacy

- **Oral language** can be enhanced by shared reading and literacy-rich home & classroom environments
- **Literacy Orientation** (*willingness to engage with print and stories*) can be enhanced by rich literacy environments and successful, pleasurable, dialogic-reading experiences.



Possible Adaptations

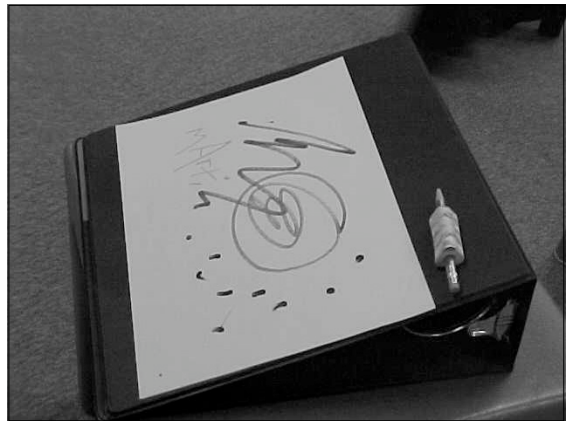
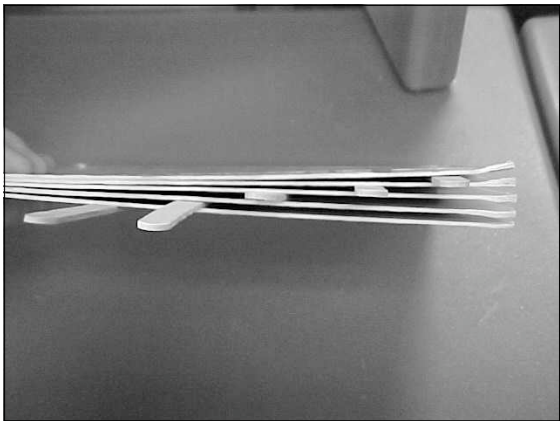
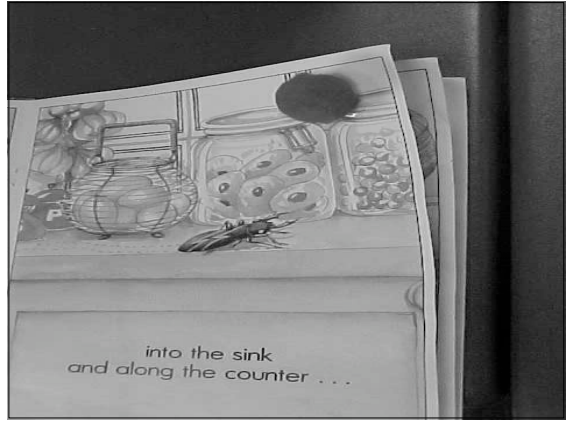
- **Physical** Challenges
- **Cognitive** Challenges
- **Language/Communication** Challenges

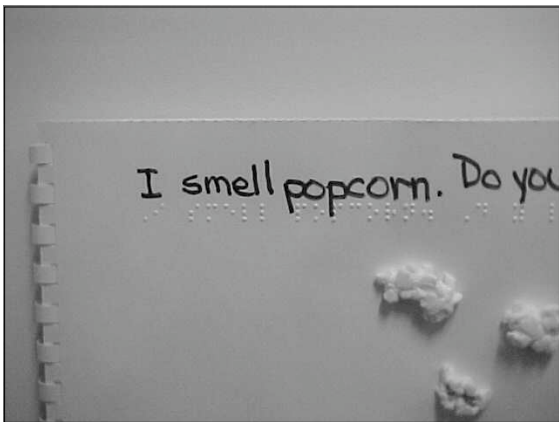
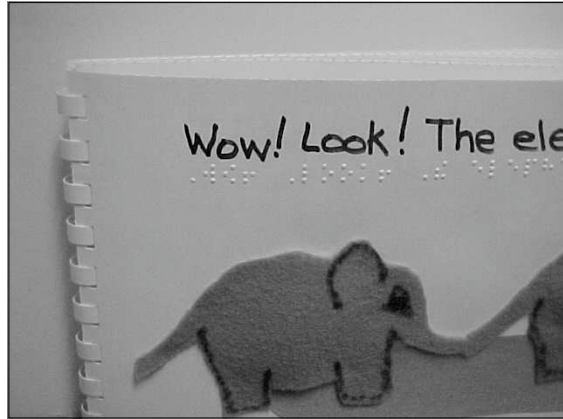


for Physical Challenges

Page turning
Writing & drawing
Story participation
Meaningfulness







for Cognitive Challenges

- Repeat, Repeat Repeat
- Use predictable books, BIG books
- Books with repeated lines/phrases
- Stories about personal everyday real experiences
- Reproduce/Reduce story in three-five picture-pages
- Wait...

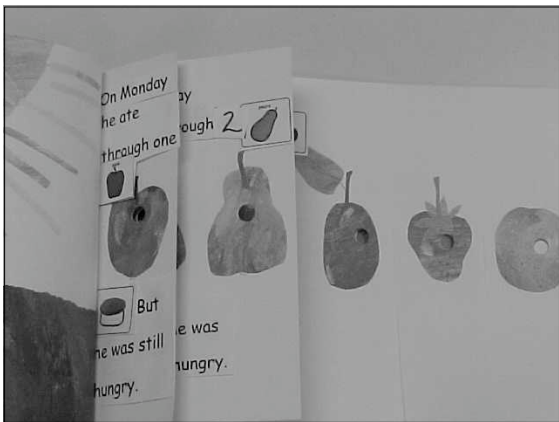
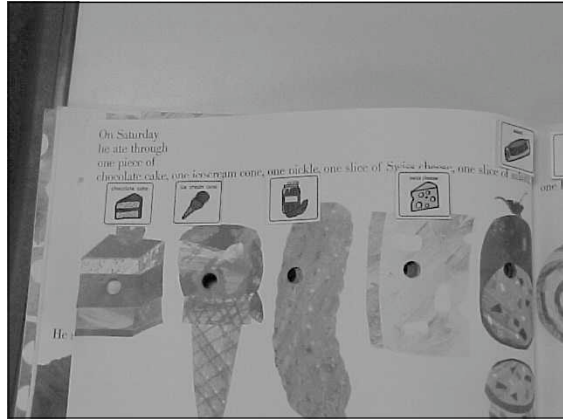
Comment, describe vs. reading words

for Language Challenges

- Describe, comment vs. reading verbatim
- Relate story/picture to child's own experience
- Choose books in child's primary language
- Let children choose book
- Have children fill-in-the blank word/phrase
- Ask open-ended questions
- Ask binary questions

For Language Challenges

- Make Rebus (picture/word) stories
- Use Big Mac button for repeatable phrases
- Use Touch-Talker for fill in the blank
- Sign key actions/characters/objects
- Sign familiar songs
- Have child tell you/read you the story
- Provide symbols/pictures as cues to print
- Have story books with audio tapes



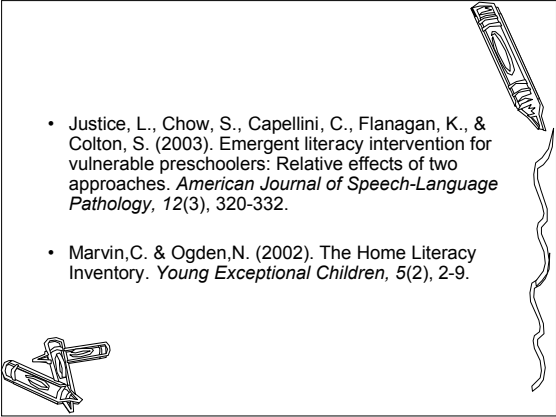
See:
<http://aac.unl.edu/early.html>
<http://aac.unl.edu/csl/literacy.html>
<http://www.fpg.unc.edu/~PFI/pages/products.cfm?product-id=36>

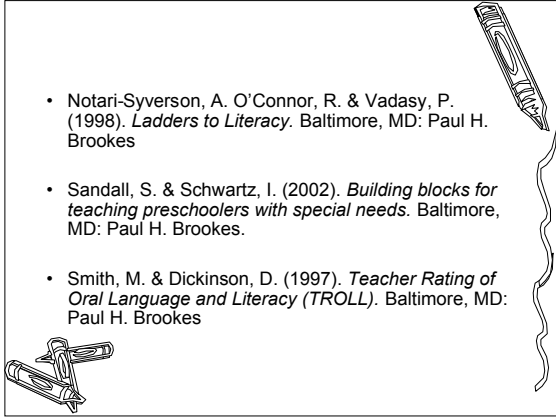
Useful Software

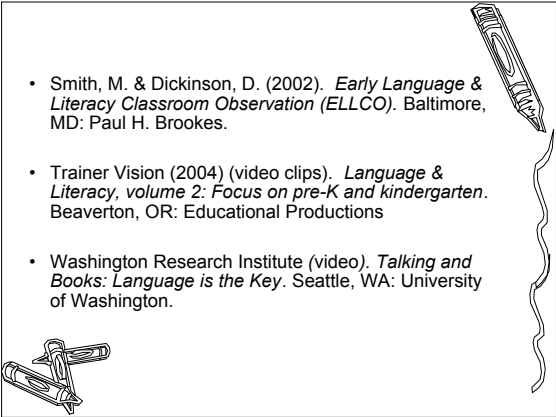
- Kidpix
- KidsTime
- Dr. Peet's Talk Writer
- Delta Drawing
- Big Bookmaker
- Pow! Zap! Keplunk!
- Robot Writer

Resources

- Dale, P., Crain-Thoreson, C., Notari-Syverson, A., & Cole, K. (1996). Parent-child book-reading as an intervention technique for young children with language delays. *Topics in Early Childhood Special Education*, 16(2), 213-235.
- Jackson, B. (2004) *Infant-toddler Literacy Assessment*. bbjackso@unmc.edu

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- Justice, L., Chow, S., Capellini, C., Flanagan, K., & Colton, S. (2003). Emergent literacy intervention for vulnerable preschoolers: Relative effects of two approaches. *American Journal of Speech-Language Pathology*, 12(3), 320-332.
 - Marvin, C. & Ogden, N. (2002). The Home Literacy Inventory. *Young Exceptional Children*, 5(2), 2-9.

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- Notari-Syverson, A. O'Connor, R. & Vadasy, P. (1998). *Ladders to Literacy*. Baltimore, MD: Paul H. Brookes
 - Sandall, S. & Schwartz, I. (2002). *Building blocks for teaching preschoolers with special needs*. Baltimore, MD: Paul H. Brookes.
 - Smith, M. & Dickinson, D. (1997). *Teacher Rating of Oral Language and Literacy (TROLL)*. Baltimore, MD: Paul H. Brookes

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- Smith, M. & Dickinson, D. (2002). *Early Language & Literacy Classroom Observation (ELLCO)*. Baltimore, MD: Paul H. Brookes.
 - Trainer Vision (2004) (video clips). *Language & Literacy, volume 2: Focus on pre-K and kindergarten*. Beaverton, OR: Educational Productions
 - Washington Research Institute (video). *Talking and Books: Language is the Key*. Seattle, WA: University of Washington.