



SUMMER TRAINING!

Course Description:

This two day training will focus on emergent literacy for students with significant disabilities, including those with dual sensory impairment. Because the ability to communicate is central to all literacy learning, augmentative and alternative communication (AAC) will be infused throughout the workshop, including resources for light tech AAC supports, and strategies such as aided language input. Shared reading, a rich language and literacy activity, will be described and demonstrated, including new strategies and new resources for accessible books.

The course is design to teach approaches to phonological awareness and alphabet instruction, moving beyond the drill, while exploring strategies that are age-respectful for older students. Writing using alternative pencils will be demonstrated and discussed, including how to move beyond scribbling using evaluative video feedback. Sample IEP goals and ways of assessing change will be shared. Through a combination of hands-on activities, demonstration and lecture, participants will leave with a plan for getting started! 1

Dates: August 3-4, 2018 from 8:30 a.m. to 4:30 p.m. each day

Location: Front Range Community College, 3645 W. 112th Avenue, Westminster, CO 80031

Audience: The training is open to Colorado licensed school personnel working with children ages 3-21 with significant support needs, including learners with multiple disabilities that include sensory loss. This course is not open to early intervention, private agency, or nonprofit staff. It is not open to paraeducators. The focus is school-based special education personnel who oversee the instruction of this population. Our goal is that the attendees make a commitment to bring this information back to their administrative unit educational teams.

Course Goals/Objectives: Following this course, participants will:

1. Describe three facilitation strategies for integrating AAC devices into shared reading activities.
2. Identify three sources for academic and age respectful books for shared reading and independent reading.
3. Identify three strategies for using AAC devices to generate written language.
4. Describe three approaches for providing evaluative feedback for emergent writing.
5. Summarize three phonological awareness activities, and describe how apps could be used for each.

Deafblind Grant: The state deaf-blind projects are funded specifically to increase the use of evidence-based practices with, and improve outcomes for, children who are deaf-blind; and, to identify infants, toddlers, children, and youth who are deaf-blind (both with and without additional disabilities).



Presenters:

Dr. Caroline Musselwhite is an assistive technology specialist with more than 40 years of experience working with children and adolescents with multiple challenges, in a variety of settings, including Head Start, developmental day programs, and the public schools. She has also taught courses at several universities, including West Virginia University, and Western Carolina University. Dr. Musselwhite has authored a number of textbooks and “how-to” books on a range of topics, including Emergent Literacy Success, Communication Programming for Persons with Severe Handicaps, and Reading Activities Project for Older Students (R.A.P.S.). She has also authored a number of software programs (Write to Talk, Social Scripts) and books (Learning to Work) for youth with disabilities. She has presented thousands of workshops throughout the world, and is a founding member of the Board of Directors for the International Society for Augmentative and Alternative Communication (ISAAC). Honors include: Foundation Fellowship (West Virginia University), Educator of the Year (Association for Retarded Citizens, North Carolina), Honors of the Association, (North Carolina Augmentative Communication Association), and DiCarlo Outstanding Clinician Award (North Carolina Speech-Language-Hearing Association), and ISAAC Fellow.

Dr. Gretchen Hanser has worked in the field of assistive technology and literacy for students with significant disabilities for over 20 years. She is an educator and an occupational therapist. She has worked in a variety of educational settings developing model classrooms, developing school based assistive technology centers, providing teacher and related service provider trainings, participating in assistive technology assessment teams and working directly with students and staff in the classroom. Her primary focus has been on augmentative and alternative communication and literacy for students with the most significant disabilities. She completed her doctoral research on an integrated literacy and communication intervention with students with significant disabilities. Gretchen has her masters in occupational therapy and received her doctorate in education from the University of New Hampshire.

For more information, contact Tanni Anthony at (303) 866-6681 or Anthony_t@cde.state.co.us