LITERACY FOR LIFE: SKILLS, STRATEGIES, MAKE AND TAKE

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Multi-sensory Learning

- Research shows learning that is focused on a single modality can be very limiting for students with disabilities.
- Our everyday world experiences are multisensory.
- Our brains have developed to take in multisensory input.
- Therefore, instruction that engages multisensory learning is optimal.

Shams & Seitz, 2008
Whole Child Approach to Learning

- "I" & "you," encounter each other in "WE." This is the philosophical premise that van Dijk espouses as "A living along with the child: How can I experience with him so I can better understand his meanings, values, and choices."

- This encounter is a basic form of dialogue between communication partners which gradually becomes more sophisticated based upon the learner’s overall development and especially in terms of his/her language development or communication system. Most importantly, it always must have the foundation of a secure mutual exchange between one human being and another.

Mac Farland, 2000
Whole Child Approach to Learning

- Jan van Dijk
- https://youtu.be/cuj5LqvTKmQ
Literacy and Communication

KEEP CALM AND LOVE LITERACY

Communication
Literacy supports development of communication

- Everyone involved with the child is a potential communication partner, and learning is unlikely to occur unless there is a connection on an emotional level (van Dijk, 2011).

  - Think about the experience of sharing a book with a loved one, peer or special teacher.
Literacy supports development of communication

- According to Hart (2006), imitation serves 4 key functions with regard to communication: to attract attention or create joint attention, to initiate turn-taking (reciprocity), to allow recognition of a communication partner as such, and allow the communication partners to identify with one another.

- Think about how a book creates opportunities for all 4 functions.
The child learns to communicate needs after repeated experiences or co-occurrences. (Korsten, Foss, & Berry, 2007)

- Think about the child with intellectual disabilities and how many co-occurrences are needed to learn a concept.
- Think how books made with familiar objects can reinforce co-occurrences.
Students in the Life Skills setting may experience challenges:

- Physically accessing literacy/artifacts independently
- Engaging in shared social experiences
- Accessing the general curriculum
- Independently exploring common objects
- Independently using common objects
- Recalling objects names when they are not immediately present
- Building neurological pathways absent a variety of meaningful experiences
Why use tactile literacy?

Tactile Books: A Dynamic Part of Literacy

- Tactile Books help develop communication using
  - Symbols
  - Pictures
  - Objects
  - These symbols can represent actions, emotions or real objects.

The use of objects as symbols and research about the efficacy of this approach dates back to Werner & Kaplan’s theories as early as 1963.
Why use tactile literacy?
Tactile Books: A Dynamic Part of Literacy

- Rowland and Schweigert (2000) also conducted research that showed efficacy in the use of tangible symbols systems for individuals with a broad range of disabilities.

- Individuals are all different of course, particularly in how they communicate, or their communication styles.
Why Use Tactile Literacy?

Tactile Books: A Dynamic Part of Literacy

- Tactile symbols used with specific students or whole groups can also be used to develop social story books and experience books. (Rowland, C. & Schweigert, P., 2000)

- This experience reinforces communication for students with a variety of needs in this area.

- Remember individuals are all different of course, particularly in how they communicate, or their communication styles.
Why Use Tactile Literacy?

Tactile Books: A Dynamic Part of Literacy

- In tactile experience books, artifacts from an event experienced by the child are actually incorporated onto the pages of a simple, sturdy book. Each page can also include Braille and print text for continuity. (Lewis & Tolla, 2003)

- **Tactile Literacy Promotes Anticipation**
  - Teachers may assist student in reading a tactile experience book. (As the book is read by teacher or adult the same way each time, the child develops awareness of anticipation of what’s next in the story.)
Why Use Tactile Literacy?
Tactile Books: A Dynamic Part of Literacy

- Children can use tactile experience books independently; they can turn to a page, tactually explore the artifact attached to the page, and recall the experience.
- Children with more experiences with these types of books can begin to recognize meanings of specific pictures, objects, or symbols based on their length, position in the book.

Lewis & Tolla, 2003.
Why Use Tactile Literacy?

Tactile Books: A Dynamic Part of Literacy

Why Use Tactile Experience Story Books?

- Interaction
- Concrete examples
- Develop various concepts
- Fun and engaging!
BREAK!!!

http://www.online-stopwatch.com/countdown/
We have the Why......Now it’s time for the HOW???

How to address literacy challenges....Let’s put on our thinking caps!
Multi-sensory book

It is a book that uses 3-dimensional, real objects, photographs, artifacts, or raised-line drawings in lieu of illustrations.

Types:

- Tactile picture books
- Experience books
- Concept books
- Story boxes or book bags
The most technologically advanced are made with 3D printers.
- But remember … plastic is plastic is plastic

Homemade books based on popular titles
- Useful if trying to increase literacy and engagement with the use of manipulatives that match developmental age of students.
  - Pete the Cat and His Four Groovy Buttons

These books provide access to general curriculum.
Experience Books

- Homemade books based on individual experiences of the student. Using artifacts from the experience is a powerful way to connect experience to literacy.

  - Sensory Exploration Day at the Arboretum
  - Trip to Starbucks with mom
  - Trip to Walmart to get mac and cheese
More Experience books

- Books composed of pictures of events throughout the day, trip, visit, etc. that are narrated with the student into a story.


- [http://www.technoability.net/Holly.html](http://www.technoability.net/Holly.html)
Depending on the experience, these books provide access to general curriculum or functional skills or both.
Concept Books

- Books with actual objects, raised-line “illustrations” and/or manipulatives that help build academic or pre-academic concepts.
  - Butterfly Life Cycle
  - Spoons
  - Shapes
- Provides access to general curriculum in a variety of subject areas.
- Not a crafty person? ... Try this!
Story Box or Book Bag

- Variation on the idea of a tactile book
  - Traditional or homemade book is paired with a bag or box of real objects (props) related to the story. (Wormsley, 1997)
  - *Froggy Gets Dressed*

- Provides access to general curriculum as well as functional skills.
Pathstoliteracy.org is a wonderful resource for examples of story boxes.

- [http://www.pathstoliteracy.org/blog/story-boxes-literacy-adaptations-students-who-are-deafblind](http://www.pathstoliteracy.org/blog/story-boxes-literacy-adaptations-students-who-are-deafblind)
- [http://www.pathstoliteracy.org/blog/you-can-do-it](http://www.pathstoliteracy.org/blog/you-can-do-it)
- [http://www.pathstoliteracy.org/blog/storybox-very-hungry-caterpillar](http://www.pathstoliteracy.org/blog/storybox-very-hungry-caterpillar)
Early literacy

- Learning to read is a developmental process that begins at birth (Rex, Koenig, Wormsley, & Baker, 1994)

- “Tactile experience books can be used to reinforce spatial, temporal, and number concepts. They can facilitate meaningful expansion of language, social skills, and tactual perception.” (Lewis & Tolla, 2003)
Multi-sensory books and circle time!

- Multi-sensory books can be integrated into circle time to include students in activities with their peer as seen here.

MAKE ME!!!!!!

- We have the WHY (Check)
- We have the HOW (Check)
- Now Let’s Make and Take!
References


