

This course is offered for .45 ASHA CEUs (Intermediate Level, Professional

Enhancing LiterAACy Instruction for Students with Complex Communication Needs

Presented by: Megan Brown and Susan Foster

Part 1 - February 22, 2021 - 1:00 - 3:30 & Part 2 - March 5, 2021 - 1:00 - 3:30

2 Part LIVE Zoom Session

REGISTER ON MIDAS

Description:

Research has shown that the majority of individuals who have complex communication needs (CCN), many who may require AAC, do not have functional literacy skills. Furthermore, most of these individuals have not had the opportunity to participate in appropriate evidence-based literacy instruction as part of their educational programming (The Pennsylvania State University, 2006). Therefore, it is vital for professionals who work with those who have CCN to ensure that they are engaging in robust literacy instruction. This training will provide participants with an overview of the key components of balanced literacy instruction as well as review best practices in literacy instruction for individuals with CCN. Participants will be introduced to resources and strategies to assist with planning for literacy instruction for their students. There will be time for exploration of resources as well as time to practice suggested intervention strategies.

Outcomes:

By the end of the last session participants will be able to:

- Define literacy and understand why literacy instruction is crucial for individuals with complex communication needs (CCN)
- Describe the difference between emergent and conventional literacy
- Identify 5 best practices of literacy instruction for individuals with CCN
- Identify a resource, tool, or strategy that can be used to engage students in literacy instruction

Who Should Attend: This session is geared towards Assistive Technology Professionals, SLPs, Teachers, Parents, Instructional Coaches, Administrators and anyone else who plan literacy for students who have complex communication needs.

Cost Information: There is a \$10 processing fee for individuals pursuing ASHA CEUs regardless of their affiliation with NSSED. Session fees are waived for NSSED employees, NSSED member district employees, and parents of students in our NSSED member districts. For individual participants who do not meet the above criteria, this course participation fee is **\$300.00**. All registration or material fees will be billed directly to the school district that employs the participant after the session is complete or the first session in a series is complete. Individuals are asked to not bring payment to the session.

Cancellation and Refund Information: There is no cancellation fee, though we ask for advance notice to open the spot for another person. NSSED reserves the right to cancel any session due to low enrollment. NSSED does not charge prior to the start of the offered session. If an individual attends the first day of a learning

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series but is unable to attend the remaining sessions, the school district that employs the participant is able to designate an alternate person. It is up to the individual no longer attending the program to give their replacement the information learned in the first session.

Satisfactory completion requirements:

- Attendance is based on your virtual signature in and out of the Zoom Chat in the session. Failure to provide a virtual signature in and out will result in no credit.
- Participants are expected to attend both sessions in their entirety (Part 1 and Part 2) to earn credit.
- Participants are required to complete a pre and post test. Credit is given for completion of pre and post test, regardless of score.
- Participants must complete an electronic course evaluation within two weeks of the session date to be sent a certificate.
- Accommodations, questions and complaints can be directed to: ProfessionalLearning@nssed.org

This program qualifies for ISBE PD clock hours and CE for SLPs, OTs, PTs, and SWs through IDFP and ASHA CEUS
**ASHA CEUs are only awarded to those participants who are members of the ASHA Registry. This course qualifies for .45 ASHA CEUs.*

About the Presenters:



Megan Brown is a licensed speech-language pathologist and a member of the American-Speech-Language-Hearing Association (ASHA) who currently works as an Augmentative and Alternative Communication (AAC) Coach for the Integrated-Assistive Technology Services Department. She has extensive experience working with students with complex communication needs ranging from preschool to transition age. She enjoys supporting teams in obtaining and implementing a wide variety of communication supports to bolster communication across the student's day.

Financial Disclosure: Megan Brown is an employee of the Northern Suburban Special Education District and receives a salary.

Non-Financial Disclosure: Megan Brown has no relevant non-financial relationships.



Susan Foster is a licensed speech language pathologist and a member of the American-Speech-Language-Hearing Association (ASHA). She currently works as an Augmentative and Alternative communication (AAC) coach for the Integrated-Assistive Technology Services Department working with students and their teams in NSSED programs and member districts. Susan has expertise in working with students from early childhood to transition age and supports teams in obtaining and implementing a wide variety of AAC supports and resources.

Financial Disclosure: Susan Foster is an employee of the Northern Suburban Special Education District and receives a salary.

Non-Financial Disclosure: Susan Foster has no relevant non-financial relationships.

Day #1: Agenda (1:00–3:30)

1:00 – 1:15 – Pretest, Introductions and Activity

1:15 – 1:40 – Overview of Literacy

1:40 – 1:55 – Components of Literacy Instruction

1:55 – 2:25 – Comprehensive Reading Instruction: Foundational Activities for Emergent Readers

2:25 – 2:35 – BREAK!

2:35 – 3:15 – Comprehensive Reading Instruction: Four Block Philosophy and Activities for Conventional Readers

3:15 – 3:25 – Questions

3:25 – 3:30 – Quiz and Feedback Forms



Day #2: Agenda (1:00–3:30)

1:00 - 1:15 - Pretest, Introductions and Activity

1:15 - 1:25 - Review of the Difference Between Emergent vs Conventional Literacy Learners

1:25- 1:40 - Working with Letters and Sounds: Considerations and Activities for Emergent Learners

1:40 - 1:55 - Working with Words: Considerations and Activities for Conventional Learners

1:55 - 2:30 - Writing Instruction: Considerations and Activities for Emergent Writers - Shared Writing

2:30 - 2:40 - BREAK!

2:40 - 2:55 -Writing Instruction: Considerations and Activities for Emergent Writers - Independent Writing

2:55 - 3:10 - Writing Instruction: Four Blocks Philosophy and Activities for Conventional Writers

3:10 - 3:25 - How do I do it? Frequently Asked Questions

3:25 - 3:30 - Quiz and Feedback Forms

