

A stack of books with various colored spines (red, yellow, blue) is visible on the left side of the top half. A yellow pencil with a pink eraser and a green band is positioned on the right side, pointing towards the center. The background is a solid blue color with a white circular graphic element.

Comprehensive
Literacy for All

3-DAY INTENSIVE WORKSHOP

COMPREHENSIVE LITERACY INSTRUCTION
FOR CONVENTIONAL LEARNERS



DAVID KOPPENHAVER



KAREN ERICKSON

Authors of

**COMPREHENSIVE LITERACY FOR ALL:
TEACHING STUDENTS WITH SIGNIFICANT
DISABILITIES TO READ AND WRITE**

**APRIL 29-MAY 1, 2024
EMBASSY SUITES
DENVER CENTRAL PARK
DENVER, CO**

DETAILS AT

www.campalec.com

Camp **ALEC**

AAC Literacy Education Communication

Comprehensive Literacy for All

April 29, May 1, 2024 / 8:30am - 4:00pm daily (Registration at 8:00am)

REGISTRATION INFORMATION

Before February 26, 2024

S375 professionals / S300 parents

After February 26, 2024

S450 professionals / S375 parents

Fees Includes: Course, materials and lunch daily
Register [HERE](#)



PRESENTERS

Karen Erickson, Ph.D. is the David E. and Dolores "Dee" Yoder Distinguished Professor of Literacy and Disability Studies in the Department of Health Sciences, School of Medicine at the University of North Carolina at Chapel Hill. Karen is also the Director of the Center for Literacy and Disability Studies and a Professor in the Division of Speech and Hearing Sciences. Karen is a former teacher of students with significant disabilities. Her current research addresses literacy and communication assessment and intervention for students with extensive support needs, as well as the supportiveness of augmentative and alternative communication in interaction. Recent projects have focused on creating open-source professional development and implementation supports such as those available in Project Core and Tar Heel Shared Reader.

David Koppenhaver, Ph.D. is an Emeritus Professor in the Department of Reading Education and Special Education (RESE) at Appalachian State University (ASU). A former middle grades language arts teacher, he holds NC teaching certification in reading, middle grades language arts, and elementary education. In a career spanning more than 35 years, he co-founded the Center for Literacy and Disability Studies (1990) and has won numerous awards including serving as a Fulbright Scholar to the University of Queensland in Australia and a Distinguished Lecturer of the International Society for Augmentative and Alternative Communication. His current projects include reading comprehension instructional methods for teachers of students with autism spectrum disorders, using case studies to increase the effectiveness of professionals serving students with significant support needs, and exploring writing mini-lessons for students with significant support needs.

**QUESTIONS? 248-761-8759 OR
CAMPALCINFO@GMAIL.COM**

LOCATION AND LODGING

4444 North Havana Street Denver, CO 80239

Reserve your room by calling: 303-375-0400

or make reservations [HERE](#)

Rate: \$159.00 Single/Double

Rate includes breakfast and evening reception

Code: Comprehensive Literacy for All

Room block deadline: March 30, 2024

SCAN ME



COURSE DESCRIPTION

This 3-day introductory intensive course focuses on conventional literacy instruction for students with moderate to significant disabilities. Drs. Karen Erickson and David Koppenhaver will guide participants in learning how to provide daily comprehensive literacy instruction that includes word study, self-directed reading, reading comprehension, and writing.

Course participants will examine student work samples, videos of classroom instruction, methods of instruction, and theoretical frameworks supporting universal literacy.

The course is open to any and all interested educators and related services personnel concerned with supporting communication and literacy in these students. Parents are encouraged to attend.

COURSE OBJECTIVES

1. Introduce theoretical models and processes of literacy and their relationship to individuals with complex communication needs and other developmental disorders.
2. Help professionals recognize oral and written language development in students with complex communication needs and other developmental disorders.
3. Describe a range of intervention strategies that address the literacy needs of students with complex communication needs and other developmental disorders.
4. Familiarize participants with a range of technologies, and a variety of materials and resources, that support literacy learning and use by students with complex communication needs and other developmental disorders.
5. Share a range of resources and strategies for continuing self-education.