



Comprehensive Emergent Literacy for Students with Significant Disabilities

October 14-15, 2019 | 8:30am – 4:00pm daily | Registration at 8:00am

This two-day intensive course is brought to you by



Registration

Fees: \$200 before August 13, 2019 / \$275 after August 13, 2019

Includes: Course, continental breakfast and lunch daily

To register, visit: <https://campalec.regfox.com/emerglit2019>

Conference and Lodging

Sundial Beach Resort & Spa

1451 Middle Gulf Drive

Sanibel, Florida 33957

www.sundialresort.com

(239) 472-4151 Reservations: (866) 565-5093

Rates: One Bedroom Suite: \$159 / Two Bedroom Suite: \$219

Room Block Code: Camp ALEC Literacy Conference

Room Block Deadline: September 13, 2019

The Sundial Beach Resort and Spa offers suites with equipped kitchens and expansive living/dining areas. Suites may accommodate 2-6 guests comfortably. Please verify specific accommodations (number of beds, etc.) when making reservations for parties of two or more. Each suite has a \$15 resort fee per night to access their amenities

Questions?

Contact Gina Cunningham M.A. Ed. ATACP

Phone: (248) 761-8759 or

Email: campalecinfo@gmail.com

Course Description

This presentation will offer an instructional framework and practical approaches to address the literacy learning needs of students with significant disabilities including complex communication needs. The focus will be on comprehensive approaches to emergent literacy with an emphasis on application and use rather than skill mastery. This presentation will include videos and work samples that help demonstrate that it is possible for students with complex needs to develop critical early literacy and communication abilities.

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

Learning Objectives

At the end of this session, participants will be able to describe:

- three or more distinctions between emergent and conventional literacy instruction.
- three or more critical conditions of successful beginning literacy and communication instruction.
- three or more ways to integrate symbolic communication intervention into emergent literacy instruction.

Our Presenters

Dr. Erickson is the David E. and Dolores (Dee) Yoder Distinguished Professor of Literacy and Disability Studies at the University of North Carolina at Chapel Hill (UNC), where she serves as the Director of the Center for Literacy and Disability Studies and is a Professor in the Division of Speech and Hearing Sciences. She earned a Ph.D. in Special Education and Literacy in 1995 from UNC. A former special education teacher, she has focused much of her scholarly work on children with significant disabilities, particularly those who are unable to use speech as a primary means of communication. In recent years, her collaborative scholarship has led to the development of Tar Heel Reader (<https://tarheelreader.org/>), an open-source, universally accessible online library of books for beginning readers; the Dynamic Learning Maps Professional Development resources for teachers of students with significant intellectual disabilities (<http://dlmpd.com/>); and Project CORE (<http://www.project-core.com/>), a comprehensive implementation program, supports, tools, and training resources for the delivery of universal core vocabulary and augmentative communication.



Dr. Koppenhaver is a Professor in the Department of Reading Education and Special Education (RESE) at Appalachian State University (ASU). He earned a Ph.D. in Curriculum and Instruction in 1991 from the University of North Carolina at Chapel Hill (UNC). A former middle grade language arts teacher, he holds NC teaching certification in reading, middle grades language arts, and elementary education. His research focuses on literacy in children with significant disabilities including autism spectrum disorders, intellectual disabilities, complex communication needs, and multiple disabilities. In 1990 he co-founded the Center for Literacy and Disability Studies at UNC and in 2002 was a Fulbright Scholar at the University of Queensland in Australia. His current research projects include studies of visual attention to print in young children with Rett syndrome, interactive shared reading in children with significant disabilities and complex communication needs, writing in adolescents with emotional and behavioral disorders, and reading abilities of adolescents with Williams Syndrome.



Workshop Schedule

Day 1:

8:30 – 8:45	Introduction and the Center for Literacy & Disability Studies
8:45 – 9:30	The Link Between Literacy and Communication
9:30 – 10:15	Core Vocabulary and Early Symbolic Communication
10:15 – 10:30	Break
10:30 - 12:00	Conditions for Effective Literacy Instruction
12:00 – 1:00	Lunch
1:00 – 2:15	Shared Reading
2:15 - 2:30	Break
2:30 - 3:45	Alphabet/Phonological Awareness
3:45 – 4:00	Wrap Up and Final Questions

Day 2:

8:30 – 9:15	Introduction and Burning Questions
9:15 – 10:15	Predictable Chart Writing
10:15 – 10:30	Break
10:30 - 12:00	Independent Writing
12:00 – 1:00	Lunch
1:00 – 2:15	Independent Reading
2:15 - 2:30	Break
2:30 - 3:45	Putting it All Together
3:45 – 4:00	Wrap Up and Final Questions

**To learn more about
our organization visit
www.campalec.com**