AAC and Literacy

Presented By: Michelle Austin, M.A, CCC/SLP Speech Language Pathologist/Assistive
Technology Specialist

Children who utilize Augmentative or Alternative Communication can be at a disadvantage to learning literacy skills. Research has shown that many individuals who use AAC have less advanced literacy skills. Literacy is learned through interaction with all types of literacy experiences (listening, speaking, reading, and writing). Barriers for students with AAC can be related to restricted language participation, lack of experiences, decreased time spent on literacy activities, and difficulties with interactions in literacy experiences. The National Reading Panel recommends instruction in five areas to develop reading: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Of particular importance during early instruction is the development of emergent literacy skills. Emergent literacy skills include written language awareness (phonics) and phonological awareness. The purpose of this presentation is to highlight several evidence based strategies for teaching literacy skills to children who use AAC.

Participants will be able to:

- Discuss literacy principles that impact literacy acquisition in AAC users.
- Describe the main components of literacy and implications for AAC users.
- Explain three evidence-based therapeutic interventions that target language and literacy development for AAC users.

Target Audience:

Speech Pathologists, Special & General Educators interested in supporting universal access and literacy instruction for all students

Monday, October 28, 2019

Sign-In: 7:30 AM to 8:00 AM

Workshop: 8:00 AM to 11:00 AM

Location:

San Joaquin County Office of Education 2707 Transworld Drive, Stockton CA Greenwood 3





Name:



AAC and Literacy Monday, October 28, 2019

Deadline for Registration: October 21, 2019

Training Location: San Joaquin County Office of Education 2707 Transworld Drive, Stockton - WEC - Greenwood 3

Job Title:

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