

Kristen

Free Resources

- Unite for literacy
- Tarheel reader-Dr. Karen Erickson from UNC
- Vooks
- StoryBots
- Epic!
- Communication workshop-(CoughDrop)
- Pictello-Not free, but cool!
- Squishy/Remant books
- Chapel Hill Snippets
- Amazon Alexa

Venita

RAAP Strategy

- Developed by Drs. Cathy Binger and Jennifer Kent-Walsh
- An interactive reading Strategy for improving literacy experiences for individuals who use AAC
- Encourages aided language input which is critical for emergent communicators
- Gets the communication partner to slow down, allowing the AAC user more processing time
- Check out this article by Hilary Johanna Mathis entitled "[The effect of pause time upon the communicative interactions of young people who use augmentative and alternative communication](#)" It suggests that providing a wait time (up to 45 seconds) supports AAC users to claim more conversations turns and use more words.

Let's break down the RAAP strategy:

- 1.Read- read and model 2 symbols on the device – pause for at least 5 seconds by maintaining eye contact and looking at the AAC learner expectantly
- 2.Ask – ask a WH- questions and model 2 symbols on the device – pause expectantly for 5 seconds
- 3.Answer – answer wh-question and model 2 symbols on the device – 5 second pause
- 4.Prompt - 2-3 word prompt is provided (e.g., "Your turn;" "Show me two")
- 5.Repeat the process for each page of the book

Predictable Chart Writing

Hanser, 2005, from Cunningham, 2001, Hall & Williams, 2001)

- Predictable chart writing is a fun, shared writing activity that supports emergent and conventional writers and readers.
- Involves a series of activities that occur over a one-week span.

The schedule:

Day 1: Write Chart

- Materials: Chart Paper & Single Message Devices/Tactuals

Day 2: Reread the Sentences

- Materials: Individual Sentences on Strips
- Reread chart while pointing to each word (can clap/chant/rap/sign)

Day 3: Working with Cutup Sentences

- Materials: An identical set of Sentence Strips/Tactualized/Brailled
- Cut up one of the sentences into individual words. Students can play with the words to make sentences.
- The goal of this to support students in understanding that sentences are made left to right; students do not have to create a perfect sentence.

Day 4: Be the Sentence

- Give each student one single message device with one word of the sentence programmed on it.
- Who has the first word?...
- Help them to line up in the proper order until the sentence is made

Day 5: Make a Book

- One on one, support students with making their page which will be part of the class book
- Tarheel reader is great
- At then end, print out the book and add it to your class library.

Free Resource:

[Core word Book Handout](#)

Anne

Early Literacy Stages and things to think about

Kathy Staugler Literacy Chart:

<http://www.aacintervention.com/home/180009852/180009852/tips/2009/06jun2009/Literacy%20rubric%2007.pdf>

Using sentence frames:

I like, don't like, more like this

Comment on the readers actions:

Look, cool, turn the page, finished

(Caroline Musselwhite and Deanna Wagner)

www.aacintervention.com

Supporting emergent writing ideas

<https://www.med.unc.edu/ahs/clds/files/2018/09/Writing.pdf>