

This three-day intensive course is brought to you by the following partners:



Comprehensive Literacy Instruction for Students with Significant Disabilities and Complex Communication Needs

March 11-13, 2019 | 8:30am – 4:00pm daily (Registration at 8:00am)

Registration

Fees:

\$300 per person before January 15, 2019

\$375 after January 15, 2019

Includes: Course, continental breakfast and lunch daily

To register, visit:

www.campalec.regfox.com/complit-march2019

Conference and Lodging

Holiday Inn Cleveland South - Independence

6001 Rockside Rd.

Independence, OH 44131

Reserve your room by calling: 216-524-8050 ext. 298

Rate: \$95.00 Single/Double

Code: Comprehensive Literacy Workshop

Room block deadline: February 8, 2019

Questions?

Contact Tina Moreno, MA, CCC-SLP

Phone: 216-287-0737 or

Email: voices4all.tina@gmail.com

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.

Course Objectives

1. To introduce theoretical models and processes of literacy and their relationship to individuals with complex communication needs and other developmental disorders.
2. To help professionals recognize oral and written language development in students with complex communication needs and other developmental disorders.
3. To describe a range of intervention strategies that address the literacy needs of students with complex communication needs and other developmental disorders.
4. To 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. To share a range of resources and strategies for continuing self-education.

Presenters



Dr. Karen Erickson

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. David Koppenhaver



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 grades 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 1998 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.

Day-by-Day Schedule

March 11, 2019

8:00am	Registration
8:30 – 9:00	Introductions, Course Overview
9:00 – 10:30	Conditions of Successful Literacy Instruction
10:30 – 10:45	Break
10:30 – 11:45	Core Vocabulary and Communication
11:45 – 12:15	Choosing an Appropriate Instructional Plan
12:15 – 1:00	Lunch
1:00 – 2:30	Whole-to-Part Model of Silent Reading Comprehension
2:30 – 2:45	Break
2:45 – 4:00	Teaching Reading Comprehension

March 12, 2019

8:30 – 10:30	Teaching Reading Comprehension (cont)
10:30 – 10:45	Break
10:30 – 12:15	Teaching Writing
12:15 – 1:00	Lunch
1:00 – 2:30	Teaching Writing (cont)
2:30 – 2:45	Break
2:45 – 4:00	Word Identification & Spelling Instruction

March 13, 2019

8:30 – 10:30	Word Identification & Spelling Instruction (cont)
10:30 – 10:45	Break
10:30 – 12:15	Self-Directed Reading Instruction
12:15 – 1:00	Lunch
1:00 – 2:30	A Diagnostic Approach to Reading Assessment
2:30 – 2:45	Break
2:45 – 4:00	Making Instructional Decisions in Comprehensive Literacy Instruction