



# Camp ALEC

AAC • Literacy • Education • Communication

Presents:

## Emergent Literacy Workshop

### 2 day intensive course

April 16-17 • 8:30am-4:00pm daily • Registration at 8:00am April 16  
Registration is also available the evening before from 4pm - 6pm in lobby

### Registration

Fees: \$395 professionals (\$345 parents) before April 1, 2026  
\$425 professionals (\$395 parents) after April 1, 2026  
Includes: course, continental breakfast and lunch daily  
To register, visit: [visit our website www.campalec.com](http://www.campalec.com)

### Conference and Lodging

Embassy Suites Cleveland Rockside  
5800 Rockside Woods Blvd N  
Independence, OH 44131  
Reservations: (800) 315-1185 or  
(216) 986-9900 or click on the logo to register



Rate: 2 DB Basic Non-smoking: \$149  
King Basic non-smoking: \$139  
Group code:90c  
Room Block Deadline: **March 19, 2026**  
15 minutes from Cleveland International Airport

### Questions?

Contact Gina Cunningham  
Text only at: (248) 761-8759  
Email: [campalecinfo@gmail.com](mailto:campalecinfo@gmail.com)  
[www.campalec.com](http://www.campalec.com)

Course materials will be made available at the workshop via a PBWorks wiki site using the email address you registered with. Bring a laptop or tablet to download these materials.

**Learn more about our camp by watching the Camp ALEC Documentary now streaming on Disney +**

### Course Description

This 2-day introductory intensive course will offer an instructional framework and practical approaches to address the emergent literacy learning needs of students with extensive support needs that include not being able to rely solely on speech to be heard and understood. The focus will be on comprehensive approaches to emergent literacy with an emphasis on application and use rather than skill mastery.

The course is open to all interested educators, related services personnel, parents, and caregivers concerned with supporting communication and literacy for students with extensive support needs that include not being able to rely solely on speech to be heard and understood.

### Learning Objectives

- At the end of this session, participants will be able to describe:
1. Three or more distinctions between emergent and conventional literacy instruction.
  2. Three or more critical conditions of successful emergent literacy and communication instruction.
  3. Three or more ways to integrate symbolic communication intervention into emergent literacy instruction.

# Our Presenters

**Dr. Karen Erickson** is the Director of the Center for Literacy and Disability Studies, and a professor at the University of North Carolina at Chapel Hill within the Division of Speech and Hearing Sciences. A part of Karen's literacy work focuses on assessment and instruction for individuals with significant disabilities. Karen has helped to develop Tar Heel Reader (now Monarch Reader), an online library of accessible stories for beginning readers along with many, many other initiatives.



You can find Karen at: [\(click on photo for link\)](#)



**Dr. Sofia Benson-Goldberg** is an assistant professor in the Communication Disorders and Sciences program at the University of Oregon in the College of Education. Sofia received her PhD from the University of North Carolina at Chapel Hill where she worked at the Center for Literacy and Disability Studies under the mentorship of Dr. Karen Erickson. Sofia is passionate about improving access to reading and writing instruction for all individuals.



You can find Sofia at: [\(click on photo for link\)](#)



**Financial Disclosures:** Dr. Erickson receives a salary from UNC-CH. Dr. Benson-Goldberg receives a salary from the University of Oregon. Drs. Erickson and Benson-Goldberg will receive support for travel and accommodations as compensation for this presentation.

**Content Disclosure:** Drs. Erickson is a co-author of a book, *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write* (2021, Brookes Publishing) and receive royalties on the sales of this book. Though the book is not being sold as part of this course, there is significant overlap in the content of the course and the book.

**Nonfinancial Disclosures:** The presenters have no relevant non-financial relationships to disclose.

## Workshop Schedule

### Day 1:

7:45-8:30	Registration and Continental Breakfast
8:30-8:45	Introduction
8:45-9:30	The Link Between Literacy and Communication
9:30-10:15	Early Symbolic Communication Development
10:15-10:30	Break
10:30-12:00	Conditions for Effective Literacy Instruction
12:00-1:00	Lunch
1:00-2:15	Conditions for Effective Literacy Instruction
2:15-2:30	Break
2:30-3:45	Shared Reading
3:45-4:00	Wrap up and Final Questions

### Day 2:

7:45-8:30	Continental Breakfast
8:30-9:15	Burning Questions Answered
9:15-10:30	Predictable Chart Writing
10:30-10:45	Break
10:45-12:00	Alphabet/Phonological Awareness
12:00-1:00	Lunch
1:00-2:15	Independent Writing
2:15-2:30	Break
2:30-3:15	Independent Reading
3:15-3:45	Putting It All Together
3:45-4:00	Wrap up and Final Questions



ASHA CE  
APPROVED PROVIDER

University of North Carolina  
Division of Speech & Hearing  
Sciences

This program is offered for 1.2 ASHA CEUs (Introductory level).

Satisfactory completion requires attendance and self-assessment/reflection re: achievement of learning outcomes. Contact [Lisa\\_Dombby@med.unc.edu](mailto:Lisa_Dombby@med.unc.edu), ASHA CE Administrator, with any questions related to ASHA CEUs.