

## **LITERACY AND AAC USERS:**

### **Using Literature to Increase Language Skills and Language to Build Literacy (3.5 CE HOURS)**

#### **Course Abstract**

This Intermediate level course walks learners through the language-literacy continuum as it applies to AAC, beginning with a discussion of the CCSS, continuing with language skills as they relate to literature, and ending with literacy.

#### **Learning Objectives**

By the end of this course, learners will be able to:

Explain the impact of the CCSS on literacy instruction for students with severe disabilities and complex needs

Detail two different approaches for organizing vocabulary in AAC

Describe the Four Block Framework and how it can be adapted to AAC

List the three levels of text used in reading instruction, including ways AAC users can interact with each

Discuss phonological awareness skills, with attention to how AAC users can master them

List books that lend themselves well to adaptation for AAC users, and discuss considerations that apply to the adaptation process

Explain which adaptations to the gen ed curriculum help ensure access to AAC users

#### **Timed Topic Outline**

I. Impact of Common Core (15 minutes)

II. Building Language Skills: Providing the Words (20 minutes)

III. Start At the Beginning – Read (15 minutes)

IV. Building Engagement: Working with Text (40 minutes)

V. Building Literacy: Increasing Phonological Awareness Skills (15 minutes)

VI. Adapting Instruction (15 minutes)

VII. Adapting Books (45 minutes)

VIII. Adapting the General Education Curriculum (10 minutes)

IX. References, Exam, Evaluation (35 minutes)

#### **Delivery Method**

Correspondence/internet self-study with interactivity, including a provider-graded final exam. *To earn continuing education credit for this course, you must achieve a passing score of 80% on the final exam.*

### **Course Author**

Susan Berkowitz received a B.A. in Psychology from Clark University, an M.S. in Speech-Pathology and Audiology from Tulane, and an M.Ed. in Education Administration from California State University at Fullerton. She also has extensive graduate background in Special Education and Applied Behavior Analysis, and has worked with children with autism for more than 40 years.

Susan has worked in a variety of settings as a SLP, a Director of Education, and a Chairperson of the Speech Pathology Department. Her career has taken her to public and private schools, developmental centers, group homes, and adult day programs. She currently runs her own private practice in San Diego, providing Independent Educational Evaluations in speech-language, AAC, and Assistive Technology, as well as consultation and staff training. She presents at a variety of national conferences and provides workshops in AAC, autism, and literacy.

She received a stipend as the author of this course; she has no other relevant financial or nonfinancial relationships to disclose.