



Provincial Inclusion Outreach Program

Supporting Inclusion in the Context of the New BC Curriculum

Literacy as an Inclusive Practice

POPDHH Webinar

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Program Philosophy

Developing an Educational Program that Enhances Current and Future Quality of Life

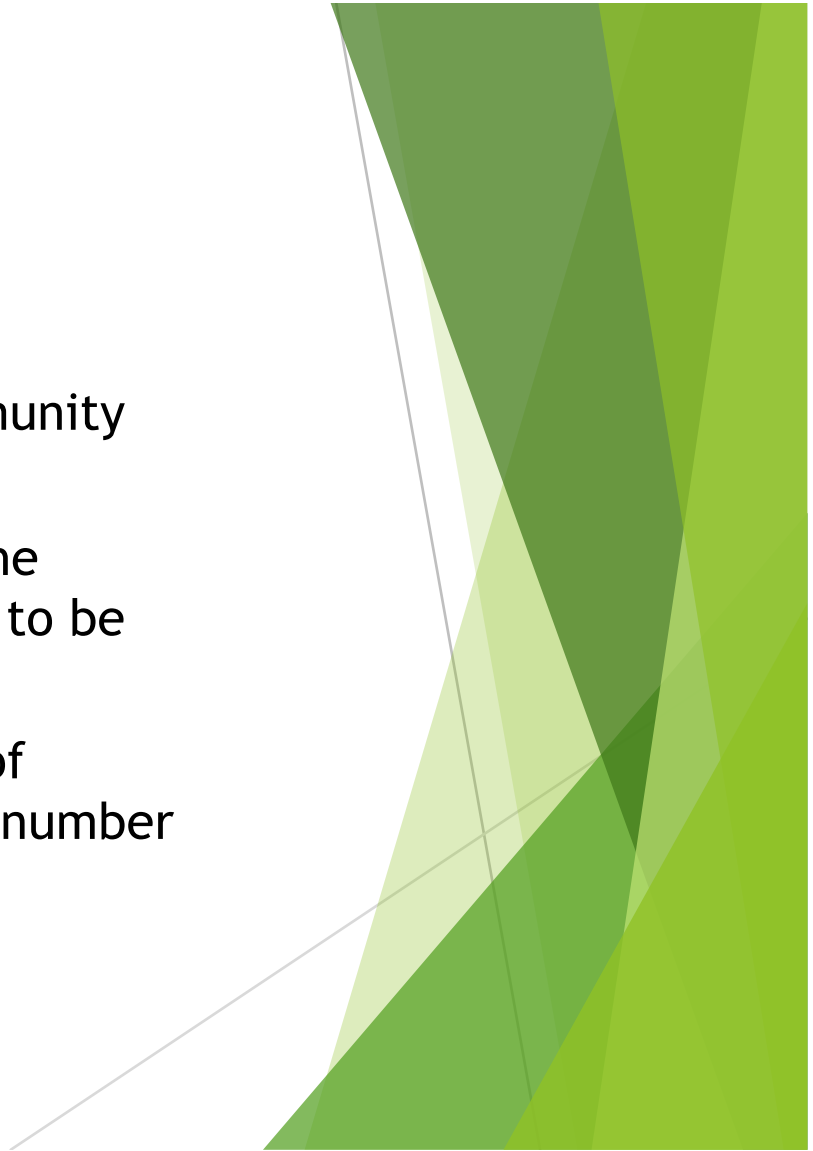
Quality of Life Indicators:

- ▶ Community Presence
- ▶ Choice
- ▶ Competence
- ▶ Respect
- ▶ Inclusion



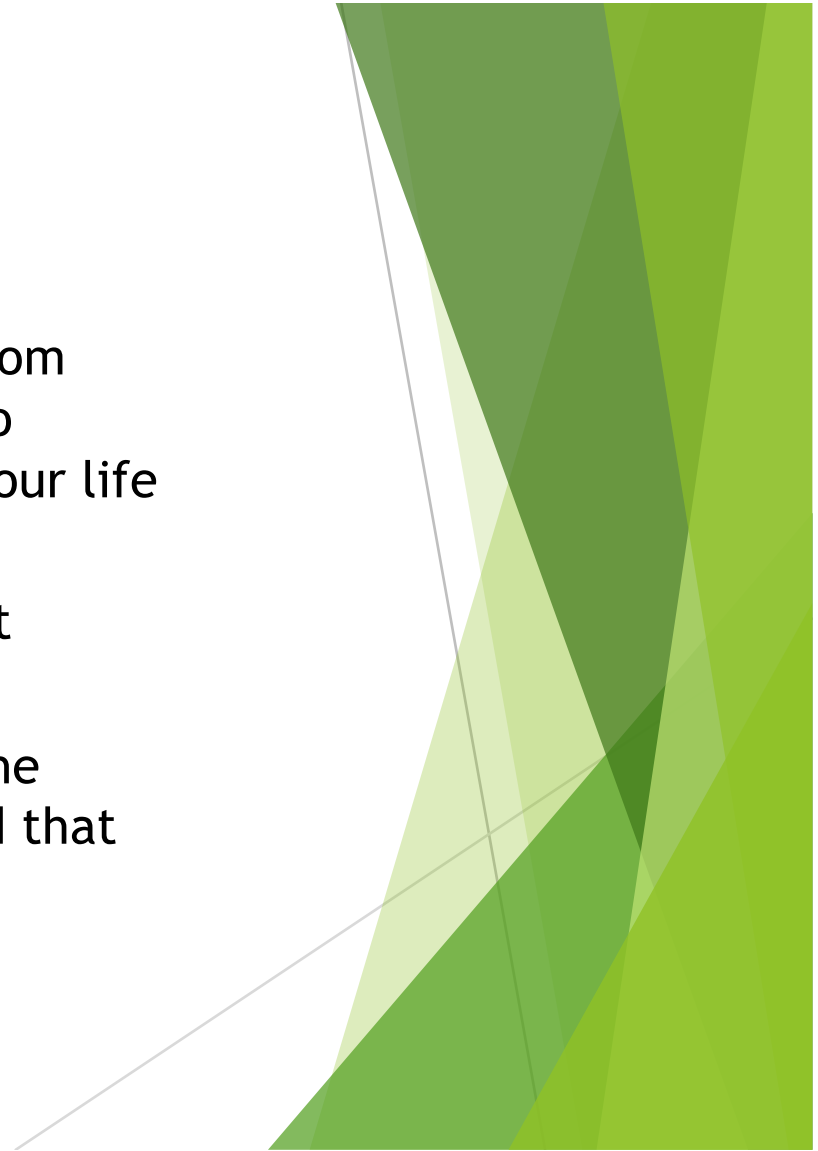
Community Presence

- The sharing of ordinary places that define community life
- Without an intentional commitment to making the student present in their community (s)he is likely to be limited in the range of activities available
- Community presence will increase the number of places the student knows and can access and the number of people who know them



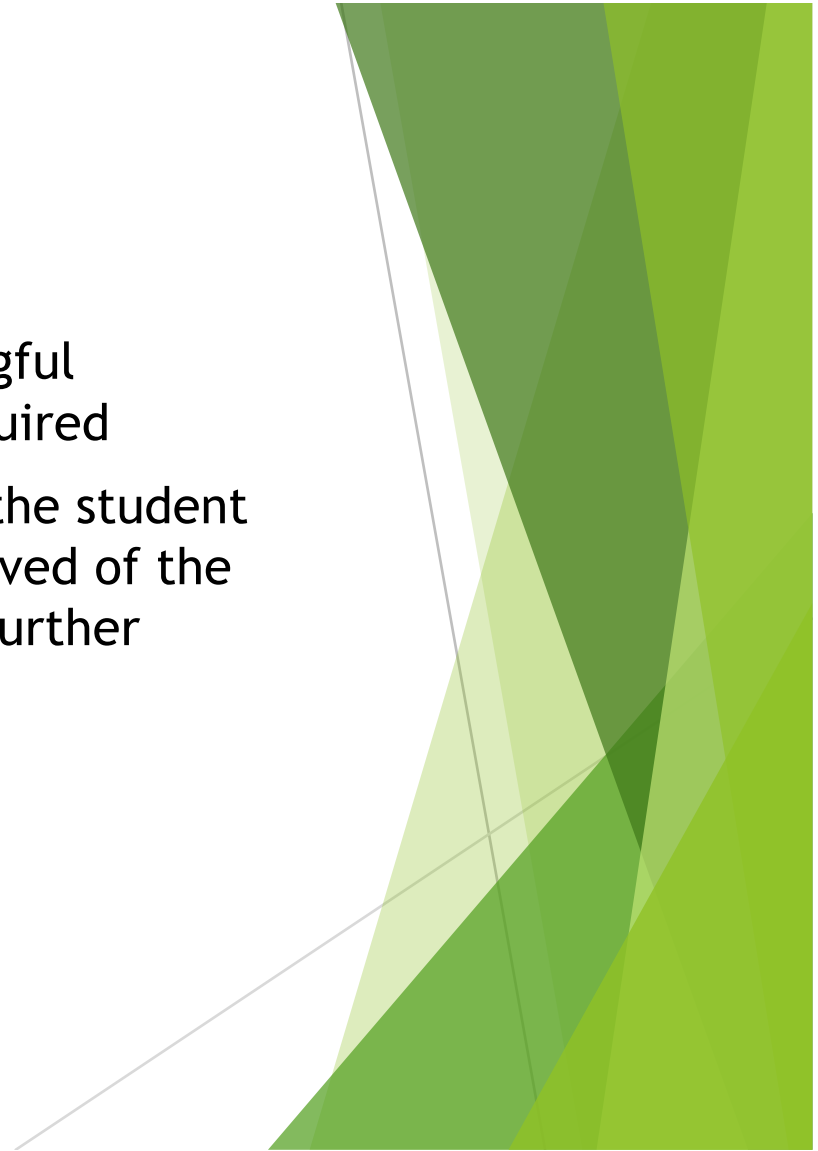
Choice

- ▶ The experience of autonomy in everything from small everyday matters (e.g. what activity to choose) to larger decisions that can define your life
- ▶ An intentional commitment to providing opportunities for choice will give the student power
- ▶ Valued opportunities to choose will lead to the understanding that when choices are offered that they will be honoured



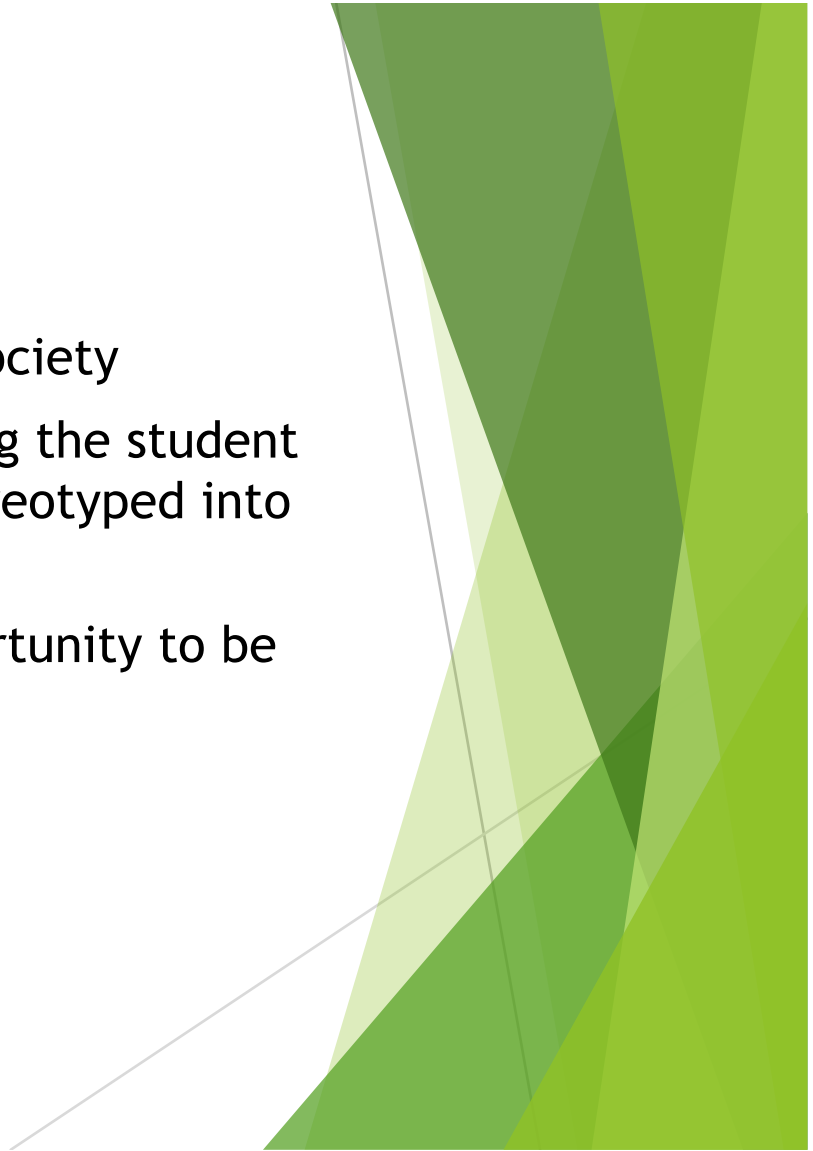
Competence

- The ability to perform functional and meaningful activities with whatever level of support is required
- Without an intentional commitment to assist the student to demonstrate competence (s)he will be deprived of the expectations that lead to the development of further competence
- Expectation and opportunity are key to the development of enhanced competence



Respect

- ▶ Having a valued role and a valued place in society
- ▶ Without an intentional commitment to putting the student in valued roles she runs the risk of being stereotyped into roles that limit her development
- ▶ Valued roles will increase the student's opportunity to be known and respected for who she is



Inclusion

- Having a network of relationships that includes friends
- Without an intentional commitment to inclusion students are at risk of being limited to relationships with close family and those paid to provide support
- A network of a variety of relationships will help safeguard and enhance quality of life



Inclusive Literacy

How do we include students who have significant disabilities and who use Augmentative & Alternative Communication (AAC) in literacy instruction?

Students who have significant disabilities and do not speak have been viewed in deficit and need to demonstrate their *readiness...*

Competency model

- ▶ Standard materials
- ▶ Reliance on written text
- ▶ Pre-requisite skills
- ▶ Independence valued

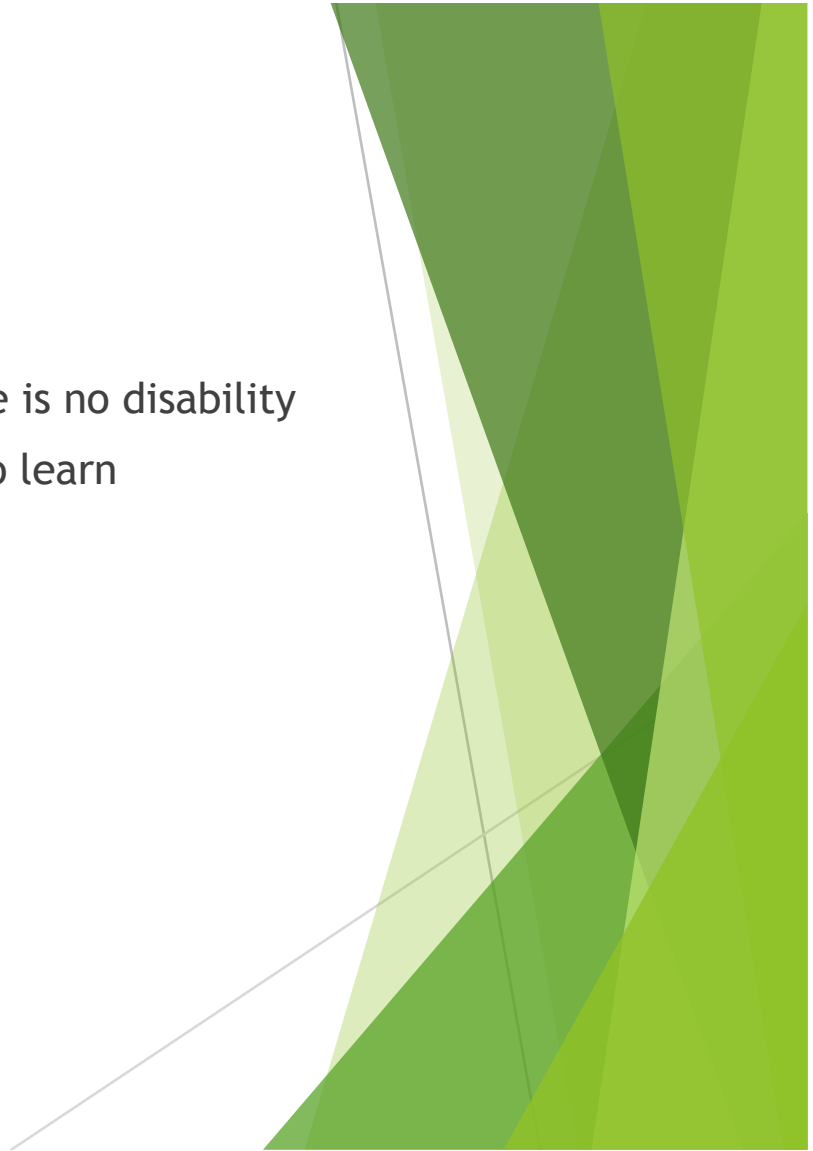
Participation model

- ▶ Innovative materials
- ▶ Multiliteracies/Digital literacies
- ▶ Learn by doing
- ▶ With as much support as needed

A Response to Intervention approach allows a student to show us what they can do...

Removing the bar to inclusion...

- ▶ Presuming competence does not mean presuming there is no disability
 - ▶ Presume instead that all students have the potential to learn
 - ▶ Be responsive to their individual learning needs
 - ▶ Make a path for success
-
- ▶ So how do we plan for inclusive literacy?




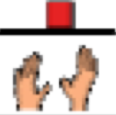




























Can student's who don't speak stay connected to their peers once they are no longer at school ?
Plan now for the future...

- ▶ Technology opens the possibilities to be connected socially
- ▶ Literacy is an inseparable part of how we interact with others
- ▶ We can teach reading and writing everyday in routines

- ▶ Technology is a way to have an active role
- ▶ FB, texts, snapchat, Instagram...these form multiliteracies
- ▶ We can make accommodations which increase access to multiliteracies - Pictello, Clicker, AAC, Visual Scenes

Inclusive Practice for Literacy, RTI model

- ▶ Access to a universal core picture vocabulary
- ▶ Visual representation of language could benefit many students (CCN, ESL, DHH)
- ▶ Offers diverse ways to access communication & literacy
- ▶ Reduces need to generate a word
- ▶ They can recognize the words they need
- ▶ This provides instruction to the skills they need to learn
- ▶ Builds capacity to access technology based AAC

| | | | | | |
|--|---|--|--|---|---|
| like  | want  | get  | make  | good  | more  |
| not  | go  | look  | turn  | help  | different  |
| I  | he  | open  | do  | put  | same  |
| you  | she  | that  | up  | all  | some  |
| it  | here  | in  | on  | can  | finished  |
| where  | what  | why  | who  | when  | stop  |

Planning Inclusive Lessons-what is the instruction the student needs?

- ▶ Literacy can be taught in all lessons
- ▶ Look at the students literacy goals
- ▶ Plan a lesson to include all students as learners
- ▶ Access to the AAC device, low or high tech is not enough
- ▶ Students need access to **instruction in AAC & literacy**
- ▶ Instruction is what provides a pathway to learning

Providing Motivation

- ▶ Literacy is more than visuals used for care routines or topics that we as educators assume will be useful for the student as an adult
- ▶ Age appropriate literacy materials relevant to the context
- ▶ Self selection increases the personal relevance of the activity
- ▶ Broad range of literacy activities, resources and modes
- ▶ Re-define ‘**functional literacy**’ -that which the student has ***chosen***, has ***meaning*** and is used ***purposefully***

Deagle & D’Amico (2016)

Literacy Resources

- ▶ Core Vocabulary (Project Core)
- ▶ Core & Fringe Communication Books
- ▶ Pragmatic Organization Dynamic Display (PODD) Books
- ▶ TouchChat/Proloquo2Go AAC
- ▶ Pictello and Visual Scenes (Go Visual)
- ▶ Tar Heel Reader
- ▶ Epic
- ▶ Clicker
- ▶ Accessible Chef



Connecting to the BC Curriculum

Case Studies

English Language Arts 2

► Story/text

- elements of story
- literary elements and devices
- text features
- vocabulary associated with texts

Content

Through listening and speaking, we connect with others and share our world.

Curricular Competencies

...to deepen awareness of self and others
communication forms for different purposes

examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information

IEP Goal: I communicate clearly and purposefully, using a variety of forms (building digital literacies)

- ▶ Grade 2 and very social
 - ▶ Recognizes and uses symbols in PODD book
 - ▶ Passive role with text based literacy
 - ▶ Can he access iPad meaningfully?
-
- ▶ Connected his interest in PM Trudeau to a story
 - ▶ Purposeful storytelling - personal connection
 - ▶ Increased engagement
 - ▶ Increased overall active participation

Comber and Kamler (2004)



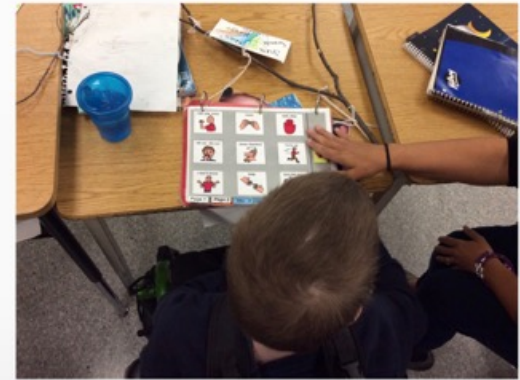
Pictello Book



Every day I come to Highlands Elementary School.



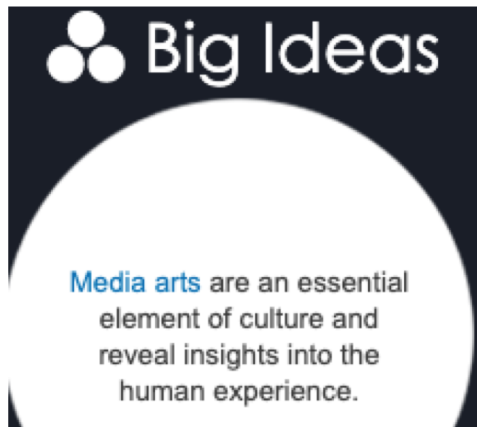
Just like Justin Trudeau, our Prime Minister, goes to the Parliament Buildings in Ottawa.



I sit and read at my desk.



Just like Justin Trudeau reads at his desk.



Media Arts 12

Curricular Competency

social and environmental issues and

includes local, regional, national, and global issues, as well as social justice issues

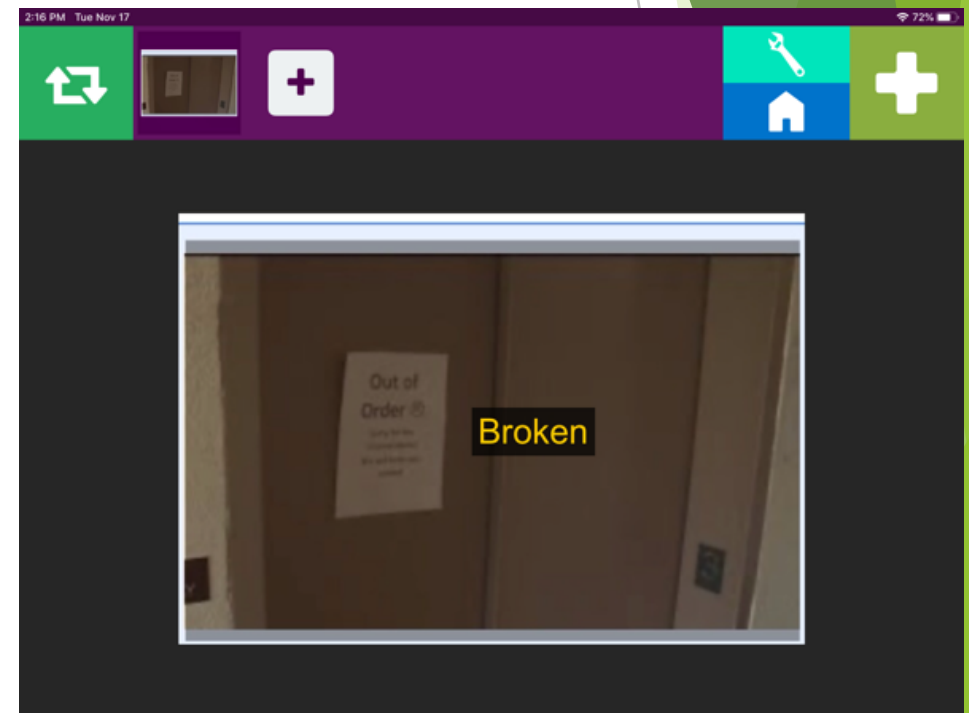
in media arts, any image-making technology, such as cameras, computers, software, props, and lighting, including established and emerging technologies; also includes video production, layout and design, graphics and images, photography (digital and traditional), new and emerging media processes (e.g., performance art, collaborative work, sound art, network art, kinetic art, biotechnical art, robotic art, space art), and the improvisational use of miscellaneous items

- ◆ elements and principles
- ◆ image development
- ◆ media technologies
- ◆ standards-compliant
- ◆ a variety of image sources

Content

IEP Goal: I get new ideas in an area I have an interest and build my skills to make them work

- ▶ G11 Student - engaged in social interaction
- ▶ Engaged with new AAC
- ▶ Passive role with literacy
- ▶ Can he use his new iPad meaningfully?
- ▶ Connected his life experiences to activity
- ▶ Used his technology purposefully
- ▶ Utilized Visual Scenes Literacy
- ▶ Opened opportunity for peer support



Caron et al (2018)

Food Studies 10

Complex tasks require different technologies and tools at different stages.

Content

Students are expected to know the following:

- ◆ meal design opportunities
- ◆ elements of meal preparation, including principles of **meal planning** and **eating practices**

Curricular Competencies

► *Making*

- Make a step-by-step plan for production
- Create food products, working individually or collaboratively, and making changes as needed

IEP Goal: I contribute during group activities and share roles and responsibilities to achieve goals

- ▶ Grade 10 student emerging reader and uses TouchChat AAC
- ▶ No active role in the prep week
- ▶ Look at Photo Literacies of Accessible Chef
- ▶ Use this to add Fringe vocab to TouchChat
- ▶ Peers help the student to program iPad
- ▶ Accessible Chef means they can be independent
- ▶ Accessible Chef allows them to share the workload of the group



English Muffin Pizza

How literacy instruction enhances QoL

| | |
|------------|---|
| Presence | Students contribute during group activities |
| Choice | Students use a broad range of literacy materials relevant to the context |
| Competence | Students communicate purposefully using a variety of forms |
| Respect | Students share roles and responsibilities to achieve goals |
| Inclusion | Students actively participate in lessons designed to include all students as learners |

References

- ▶ Caron, J., Holyfield, C., Light, J., & McNaughton, D. (2018) “What Have You Been Doing?”: Supporting Displaced Talk Through Augmentative and Alternative Communication Video Visual Scene Display Technology. *Perspectives of the ASHA Special Interest Groups*, 3 (12), 123-135.
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- ▶ Ruppar, A. L. (2017) “Without being able to read, what’s literacy mean to them?”: Situated beliefs about literacy for students with significant disabilities’, *Teaching and Teacher Education*, 67, 114-124.