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Description:

Emergent Day One:

This fast paced workshop looks at the important development of Emergent Literacy Skills for children with Autism and other Severe Disabilities. Extensive video clips highlight the importance of relationship development, adapted supported reading and sound and letter play/work. Woven throughout is the foundational underpinnings of augmentative communication and technology. Participants will leave with an understanding of how to use supported readings and how to establish communication and interaction around reading with students with more severe disabilities. An understanding of The Building Block Model will be established and adapted in light of working with children who are non-verbal. The morning will cover the Building Blocks of Supported Reading, Concept and Vocabulary Development and Print Concepts. The afternoon will cover the Building Blocks of Phonemic Awareness, Writing and Letter Names and Sounds. This workshop is perfect for Special Education teachers who are working with young or older students who are at an Emergent Level developmentally or cognitively. Hands-on computer activities will help integrate technology into the emergent reading strategies.

Emergent Day Two:

Participants will receive a CD of an emergent level book and will make the book in order to apply skills learned in Day one. The rest of the day will be spent in the computer lab utilizing the activities on the CD to familiarize the participants with Classroom Suite, Overlay Maker 3 and Boardmaker. Participants will learn fast and easy tricks to modify the existing activities on

the CD to create others that will enhance the emergent literacy development of the children in their classrooms.

Learning Objectives:

Teaching Reading for Students at the Emergent Level: For Students with Severe Disabilities of All Ages

Participants will:

- *understand the importance of relationship development, adapted supported reading and sound and letter play

- *understand the integral connection between literacy and augmentative communication for the nonverbal child as well as children with severe language issues

- *know how to use supported reading to establish communication and interaction with young children with disabilities

- *develop a working knowledge of the Building Block components of: Concept and Vocabulary Development

- *develop a working knowledge of the Building Block components of: Print Awareness, Phonemic Awareness, Writing and Letter Names and Sounds.

- *Understand “tweaking” activities to make phonemic awareness development successful for the nonverbal child

- *Develop computer skills to be able to adapt reading activities so students can access the reading curriculum

