Interactive Read Alouds for Diverse Learners

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Using Augmentative and Alternative Communication (AAC) Devices, Switches, and

Adapted Materials

What We Will Discuss

- Why do read aloud in a diverse setting?

  - What does engagement look like?

- Barriers for read aloud

- Whole group, small group, and individual reading resources

- How to collaborate related services

- How to implement Assistive Technology as needed to aid participation

- Read aloud examples

Why is read aloud appropriate?

- Increases stamina for sitting for a full group lesson

- Increase language comprehension

- Increase engagement with text

- Improves the ability to cue to the speaker

- Listening comprehension

- Provides an opportunity for "shared enjoyment"

Read Aloud in a DCD/ASD Setting

What does a read aloud look like?

- Students will be sitting or laying in a spot that meets their sensory needs.

- Students may not look at the book but can still benefit from listening to increase listening comprehension skills.

What does engagement look like?

- Students will need to slowly increase the amount of time they are engaged.

- The use of switches to increase engagement in books.
  - Repetitive books can record the same phrase.

Engagement in Shared Reading

Shared Reading is defined as the interaction that occurs between an adult and students as they read a book together with the intention of enhancing the student's **language** and **literacy** skills (Ezell & Justice, 2005).

How can we build skills?

- Labeling objects in the illustrations (e.g., "I see a dog")

- Talk about what is going on in the book (e.g., "That dog is making a mess.")

- Referring to real-life connections (e.g., "Wow, sometime I make a mess too")

- Referencing the print (e.g., "There is a b like in your name.")

CAR as a teaching strategy

With earliest emergent literacy learners..

- **C**omment and Wait

- **A**sk for participation and Wait

- **R**espond by adding a little more

  o If a learner isn't able to respond, another can model the correct response.

  o Communication objectives related to the use of Communicative Functions
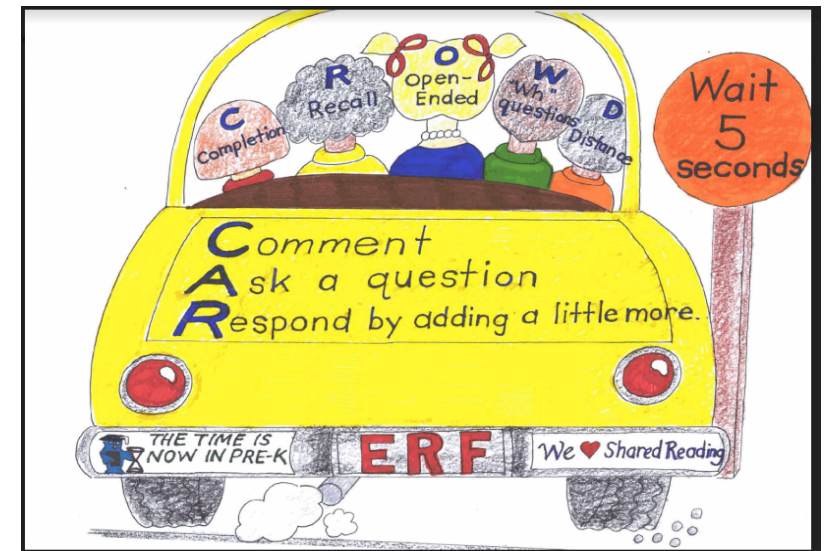
Barriers to whole group read aloud

- Varied academic levels
- Varied communication needs
- Physical needs
- Sensory needs
- Engagement and ability to attend
- Turn taking
- Vision needs
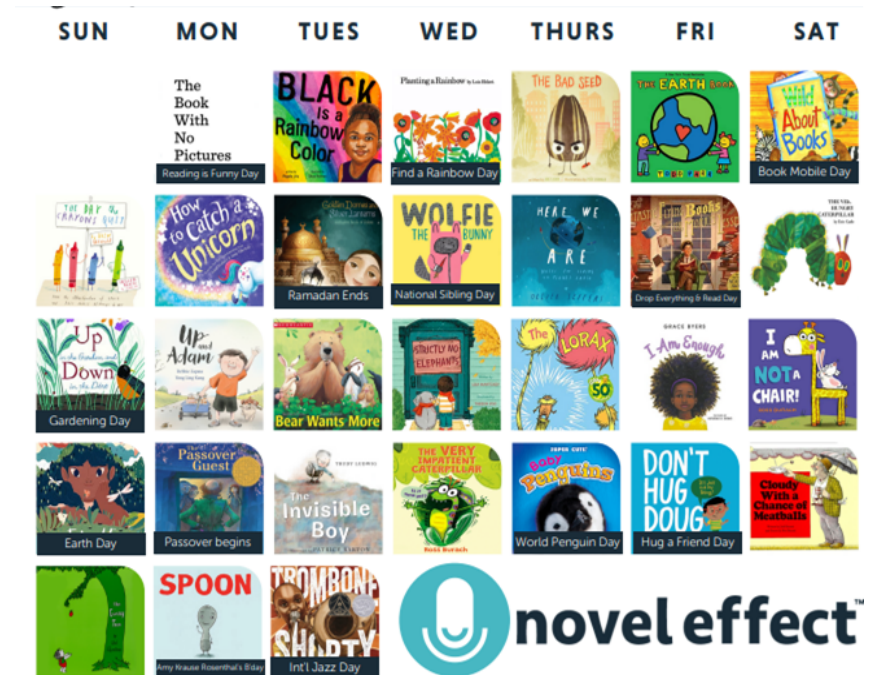- Hearing needs

Whole Group Resource

Novel Effect ($7.99/ month or $79/yr.)

Provides multi-sensory soundscapes while book is read

- Increased engagement
- Increased comprehension
- Better concentration
- Sync with a speaker
- Create your own related to listening-Communication pages
- Additional comments of characters

Small Group/Individual Resources

LessonPix

LessonPix is great for:

- Book Activities
  - o Under "In a Story" tab
- Sequencing activities
- Make a paper puppet
  - o "There Was an Old Lady" books
- Crafts
- $36.00/yr.
- Endless visuals
  - o Expectations for read aloud

Tar Heel Shared Reader and Gameplay

- Prompts to the communication partner

- Emphasis on turn taking

- Adjustable symbols

- Words/ symbols per page

- Simple text / words per page

- Built in switch access

- Prompts for "More" etc.

What do you do on a walk?

We went for a walk in the park.

good   more   help   different

Communicative Functions to target during Read Alouds

What to say?

- Wide range of messages types

- Generic enough to be used across books/ parts of the day

- Can be easily repeated within the same activity

- Comments can be errorless- no right or wrong answers
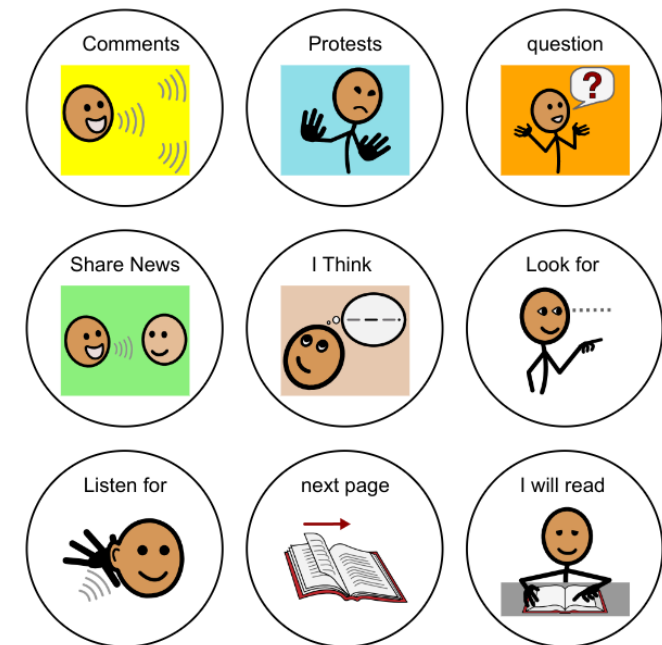
Power of Commenting

It can gain others attention - "I have something to say"

Comments programmed can be generic enough to be used across activities/days

If used on a voice output switch- there should be a symbol representation indicating - I am "talking"

Possibly recorded in a child's voice - not adult's voice

A Social Script can be created related to a book read- used later

Mid-level AT Tools to increase participation

iTalk 4 by AbleNet - allows recording of 4 messages

Step by Step with levels

AlterNet Spinner - can be set up with questions for the group

Quicktalker(s) - with various literacy related questions/comments

Talking Brix - can be single or attached (beginning, middle, end)

High Level AT Tools to increase

Decide Now app on iPad - customized spinners for kids names- short questions or vocabulary

Randomizer or GamePlay switches for a modified
Bingo related to vocabulary in the book - or "I Spy game"- locating visuals within the book

Individual student devices - keep it simple

You may want to keep the communication and motor requirements "low" if the goal is participation in a group setting

Communication devices and Read Aloud

Levels of support available for modeling

Pick your priorities - may NOT be the time to teach vocabulary - it IS time to target engagement and participation

Are the devices charged and ready? Can you "share" displays between devices - ex. "Airdrop for iPad to iPad or device"

Communication devices and Read Aloud, continued

Challenges with various kids in the same group using various apps on devices (ex. Proloque2Go, TouchChat, TD Snap)

Maybe using the high tech device is targeted during a more individualized time compared to whole group read aloud

Can be done as a follow-up or pre-teach or just remain available in the classroom for free choice

Remember - the group dynamics have to "keep moving" in order to keep all kids engaged (as best you can)

How to Implement Successfully

- Day 1-Read the book all the way through
- Days 2-4-Stop throughout the book for discussion.
  - o Use switches to increase engagement on these days.
- Days 2-4- Do activities
- Based on the needs of the group activities can be whole group or broken up into small groups.
- Activities
  - o Sequencing
  - o Story Comprehension
  - o Craft
- Take your time

Book Resources

- Tumblebooks

- Novel Effect

- Epic

- LessonPix

- Tarheelreader

- Tarheel Gameplay

Book Suggestions

- Chicka Chicka Boom Boom by Bill Martin Jr. & John Archambault
- Bear Wants More by Karma Wilson
- Brown Bear Brown Bear by Bill Martin Jr. & Eric Carle
- The Little Blue Truck Series by Alice Schertle
- The Gruffalo by Julia Donaldson
- The Mitten by Jan Brett
- Sneezy The Snowman by Maureen Wright and Stephen Gilpin
- Mix it Up by Herve Tullet
- Maple and Willow Series by Lori Nichols

Thank you!