

Charting the Cs
Conference 2025:
*To Literacy and
Beyond*

Cooperation
Communication
Collaboration

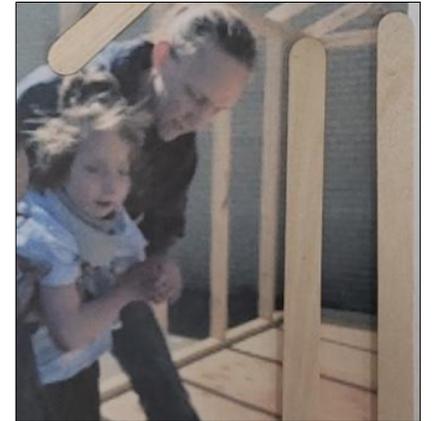
EXPERIENCE BOOKS

Presentation Date(s)

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How did I get here?

- Started ASL interpreting
- Work in Disability Services
- 1st Masters in Voc Rehab
- Teaching DHH/DB students
- M.S. in DHH
- Completed M.Ed. In DB



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**TAKE CHANCES,
MAKE MISTAKES,
GET MESSY**



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Why Experience Books?

- Who are they for?
- Why use them?
- What is the benefit?
- How can this be literacy?



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Experience Books are Literacy

- [Multisensory learning-Sensory channel assessment](#) and [Learning Media Assessment](#) (Miller, n.d.)
- Experiential learning
- Opportunistic instruction (Krista's term)
- Mechanics of reading



Experience Books serve multiple purposes

- Story telling
- build memories
- sequencing
- vocabulary
- talk about events
- words, braille, pictures to tell a story
- develop literacy skills
([Hearing First, n.d.](#))



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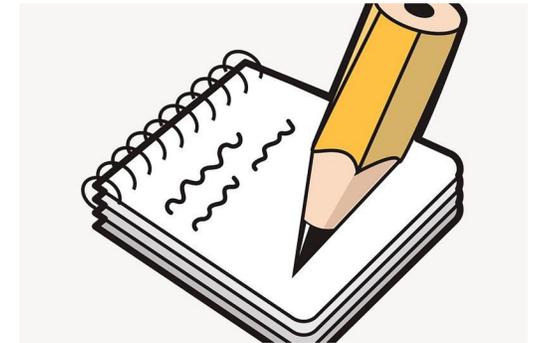
Access

- hearing aids/glasses on
- MORE and ALL-DONE sign/AAC
- objects don't magically appear
- use of ALL-DONE basket throughout, model higher language
- listen/watch for communication approximations, acknowledge
- use student's communication method, model higher lang.
- make time for sign babble, ask questions, encourage more
- FM system self advocacy



Activities

- letter of the day, real object
- Braille letter, tactile graphic, scanning, follow a line
- write letter of the day-metallic or tactile paper on lightbox, OT goal, ProT following my hand, lightbox on/off V/Sign, air writing
- find letter on AAC
- object as part of Exp Book page or photo w/o background
- song for letter of the day or CVI video
- songs for movement, PT goals, music, rhythm, proprioceptive



Strategies

- wait time 10+ seconds
- do with not for, staple, write, open glue, cutting
- look for on/off, emotions, in/out, big/small, comparing use Total Communication Method throughout
- expose to a variety of low/high tech assistive devices-lightbox, scissors, amplifiers, walkers, zipper pulls, braille devices
- experiential learning, look for comments (horsie example)
- plan activities to focus on one sense at a time not multiple
- sensory breaks-timer, keep working with other senses, time
- disinterested in activity, acknowledge the comment, review schedule



Routines

- calendar, ASL listing, Protactile (ProT) listing, Voice, AAC (Total Communication Method)
- explore object ProT with copresence, looking/telling turn taking
- Finger Family song-family members, counting, Total Comm.
- end with calendar, use ALL-DONE basket
- say goodbye, ProT goodbye hand to hand, leaving on the back, say when you will be back, 7 day calendar ProT



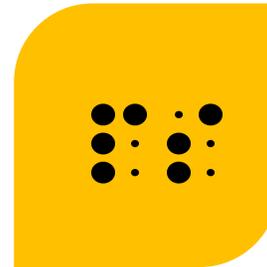
Case Studies-service time



- Molly direct 2 times per week for 30 min-3 times per week for 60 min, when homebound 5x/wk 60 min



- Nate began with only indirect 1x/mo 30 min, but I increased to direct 1x/wk for 30 min and now 2x/wk for 45 min



- Kyle began with only indirect 1x/mo 30 min, but I immediately changed it to direct 3x/wk for 60 min, 5x/wk for 60 min when homebound



- George began with only indirect 1x/mo for 60 min, but I increased to direct 1x/wk for 60 and now 2x/wk for 45 min

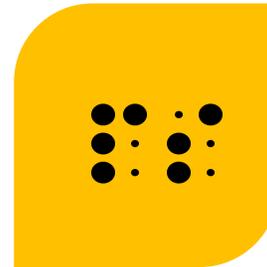
Case Studies-Paths to Literacy ideas



- M book from Paths to Literacy
- [M book](#)



- Spring has Sprung book from Paths to Literacy
- [Spring has Sprung](#)



- Face book from Paths to Literacy
- [Books for Very Young Children](#)



- Five Speckled Frogs from APH
- [Frogs](#)

Topic Selection

- Student interest-frog
- [Child Guided Assessment](#) (Van Dijk, n.d.)
- Scaffolding known concepts
- Time required for a topic
- Taking risks in topic selection-yearly, monthly topics, life skills
- Grade appropriate topics/literature-Little House on the Prairie



Considerations

- [Multisensory lesson design](#) (Paths to literacy, n.d.)
- Assembling books, multiple reviews, daily review of topic
- Reading with other staff or students, books in library, borrowing
- Protactile, ASL, AAC, and spoken language inclusion
- Intervener observing, inclusion, turn taking, and turning over
- [Tar heel reader](#)-depending on vision/hearing

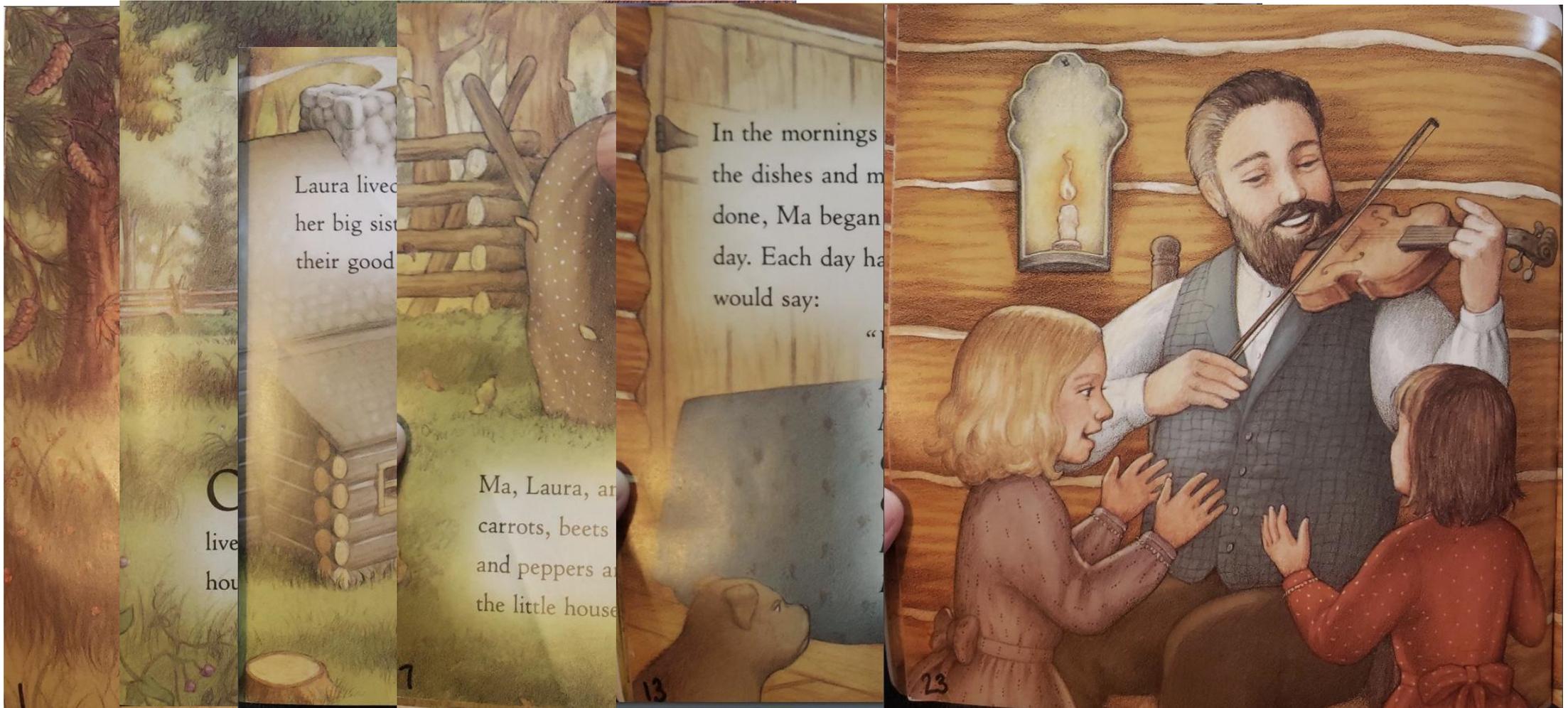
B sound book

- What is being taught in this Experience Book?
- Which sensory channels are being used?
- How might this be expanded with other team members?
- What can speech, OT, or vision be brought into this theme?

Photos of B sound book



Little House-Winter Days in the Big Woods example



Example Exp Book



Poem

There is something I don't know
that I am supposed to know.
I don't know *what* it is I don't know,
and yet am supposed to know,
and I feel I look stupid
if I seem both not to know it
and not know *what* it is I don't know.
Therefore I pretend I know it.
This is nerve-racking
since I don't know what I must pretend to know.
Therefore I pretend to know everything.

I feel you know what I am supposed to know
but you can't tell me what it is
because you don't know that I don't know what it is.

You may know what I don't know, but not
that I don't know it,
and I can't tell you. So you will have to tell me everything.

Laing, R. D. (1971). *Knots*. Ringwood, Victoria. Penguin.
Retrieved from Poems etc. (rupert.id.au)

Opportunistic instruction (Krista's term)

- Sick
- Sunny
- Rainy
- Hot
- Cold
- Movements
- Eye gaze
- Reaching
- Body functions



Communication Matrix

- Refuse
 - Turn away
 - Close eyes
- Obtain
 - Looking at
 - Glancing back and forth
 - Vocalizing
- Social
 - Get attention/greetings
- Information
 - Comments or yes/no questions

Level	A1	A2					A3										
Level 1 Pre-Intentional Behavior	Expresses Discomfort	Expresses Comfort					Expresses Interest in Other People										
Level 2 Intentional Behaviour	B1	B2			B3		B4										
	Protests	Continues Action			Obtains More of Something		Attracts Attention										
Level 3 Unconventional Communication	C1	C2	C3	C4	C5	C6	C8		C9								
	Refuses, Rejects	Requests More Action	Requests New Action	Requests More Object	Makes Choices	Requests New Object	Requests Attention	Shows Affection									
Level 4 Conventional Communication	C1	C2	C3	C4	C5	C6	C8	C9	C10	C11	C12	C13	C14	C15			
	Refuses, Rejects	Requests More Action	Requests New Action	Requests More Object	Makes Choices	Requests New Object	Requests Attention	Shows Affection	Greets People	Offers, Shares	Direct Your Attention	Polite Social Forms	Answers Yes/No Questions	Asks Questions			
Level 5 Concrete Symbols	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17
	Refuses, Rejects	Requests More Action	Requests New Action	Requests More Object	Makes Choices	Requests New Object	Requests Absent Objects	Requests Attention	Shows Affection	Greets People	Offers, Shares	Direct Your Attention	Polite Social Forms	Answers Yes/No Questions	Asks Questions	Names Things/ People	Makes Comments
Level 6 Abstract Symbols	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17
	Refuses, Rejects	Requests More Action	Requests New Action	Requests More Object	Makes Choices	Requests New Object	Requests Absent Objects	Requests Attention	Shows Affection	Greets People	Offers, Shares	Direct Your Attention	Polite Social Forms	Answers Yes/No Questions	Asks Questions	Names Things/ People	Makes Comments
Level 7 Language	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17
	Refuses, Rejects	Requests More Action	Requests New Action	Requests More Object	Makes Choices	Requests New Object	Requests Absent Objects	Requests Attention	Shows Affection	Greets People	Offers, Shares	Direct Your Attention	Polite Social Forms	Answers Yes/No Questions	Asks Questions	Names Things/ People	Makes Comments
	Refuse	Obtain					Social					Information					

Question and Answer time



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Charting *the* s

Thank you!