

Charting the Cs  
Conference 2025:

*To Literacy and  
Beyond*

Cooperation  
Communication  
Collaboration

# Integrating Language Acquisition Motor Planning (LAMP) into Literacy Education

April 30, 2025

Marissa Eastling

Sasha Stark

# Introductions - Marissa Eastling

2001: Started teaching in 2001 as a music and theater teacher

2018: Wanted a career change and started pursuing a masters in special education

2021: Hired as a center-based teacher in Farmington and worked with 5 students (2 were non-speaking, attended a LAMP training with John Halloran and became inspired and obsessed)

2022-present: A majority of students have been non-speaking and using an AAC device

# Introductions - Sasha Stark

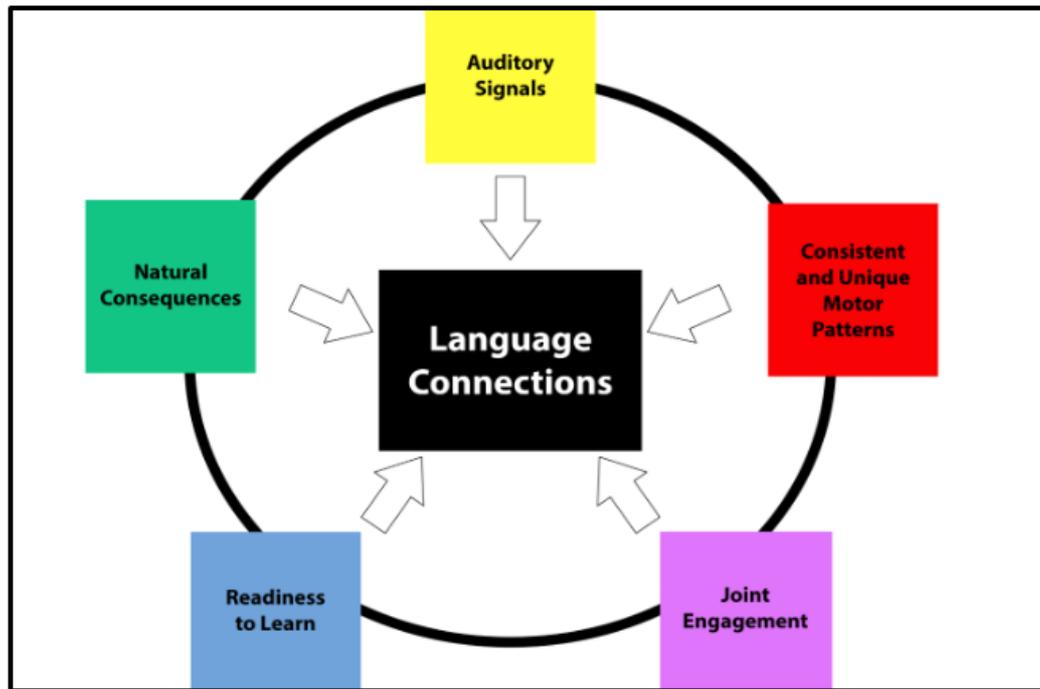
2011: Hired in Farmington as an SLP at the secondary level

2014: Switched to an elementary school

2015: Created/joined the AT district team (.8 SLP, .2 AT)

2022-present: Worked alongside Marissa and witnessed the way she has created amazing literacy instruction for her students

# What is LAMP?



Can be applied to  
most AAC apps



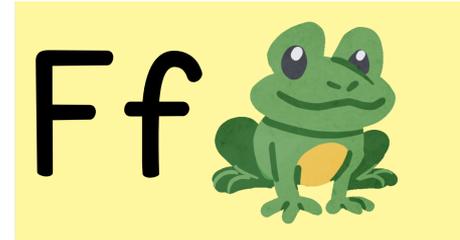
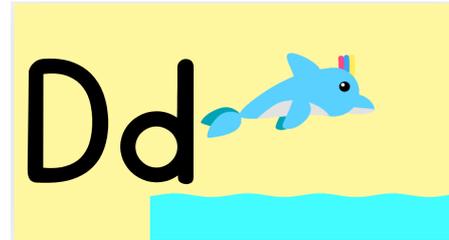
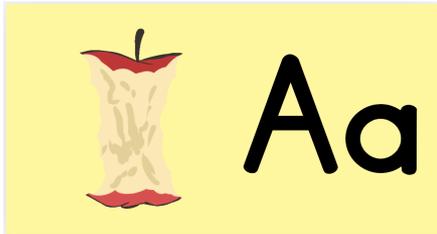
# How can I approach literacy with my students?

Reading starts with letter recognition

Students don't learn the "alphabet" as in ABCs, they can learn QWERTY

# Align Letter Recognition with Keyboarding

- Started with the center row of the keyboard (A-S-D-F)
- Target learning 3 letters a week
- Build through the entire QWERTY keyboard

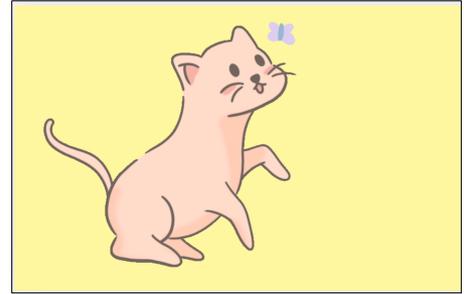


# Letter Identification Progression

- Students shown the letter card and asked to locate on their AAC keyboard screen
- Once they identify the letters in QWERTY order, present in a random order.

# Letter Identification Progression 2

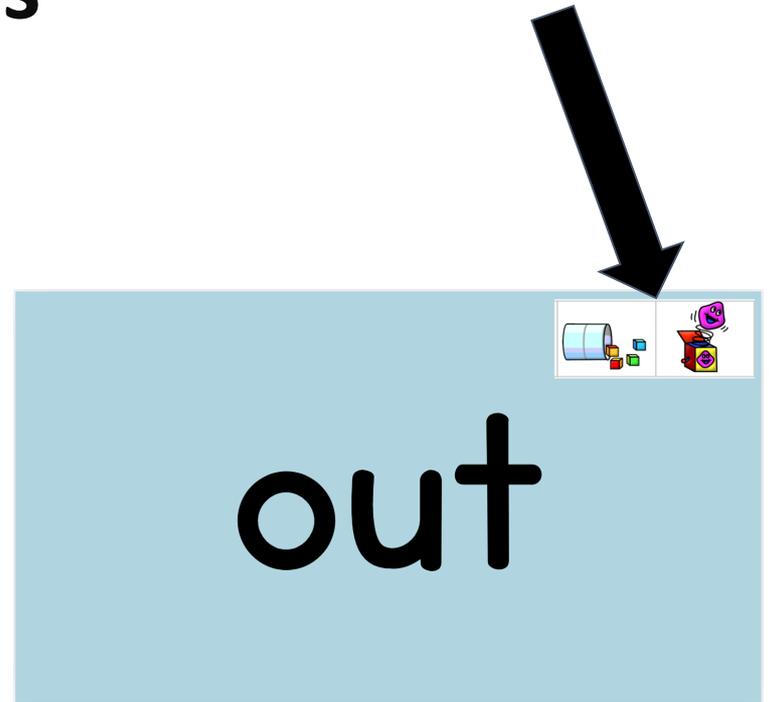
- When they can quickly identify the letters in random order, remove the letter from the card. Continue to give a audible cue of the letter.
- When the students can recognize a letter with only an audible cue the student can move to review.
  - Review 5 letters each day, alternating between uppercase and lowercase each week.



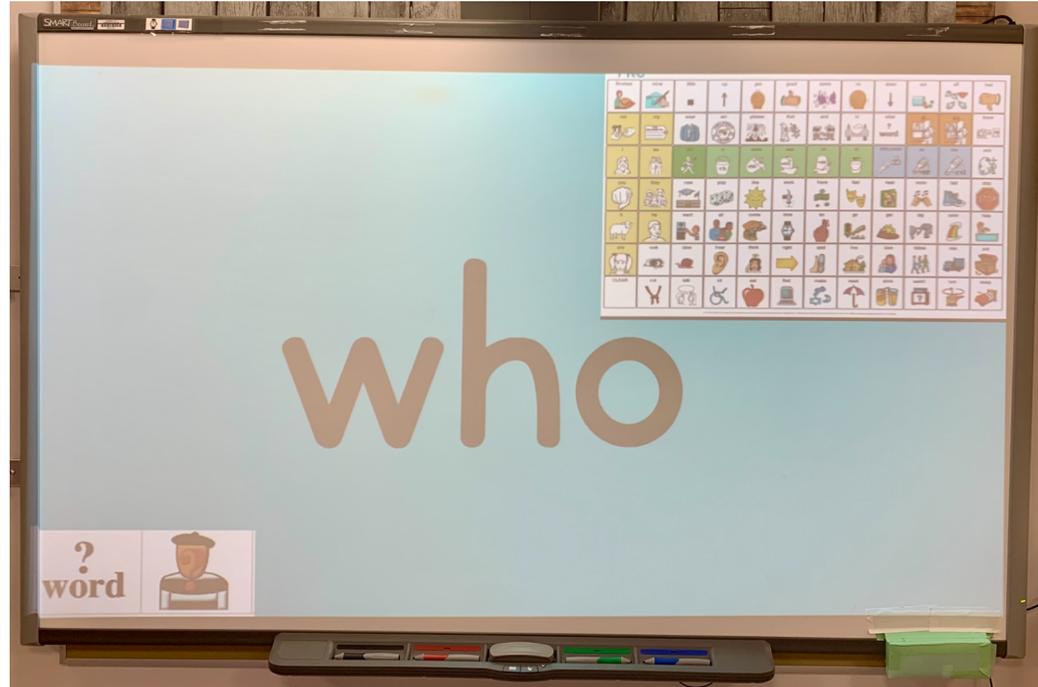
# Moving on to Sight Words

Follow a similar process as learning letters:

- Start with a flashcard including the motor plan for the word.
- Read the word aloud to the student.
- Model how to say the word.



# Smartboard Set Up



# Sight Word Progression

- Once students are able to say the word consistently, remove the motor plan but continue to read the word aloud.
- After the student is able to say the word without the motor plan, show the word and prompt with something like, “What is this word?”



like

# Literacy Stations at Work in the Classroom

- Review
- Learning a new word (Word of the Week)
- Typing
- Worksheet for the new word
- Spelling

**Special Note:** Stations are adapted based on each student's need. They will have different levels of flash cards and a variety of keyboard setups.

# Station 1: Review

**Purpose:** Review the location of letters on the QWERTY Keyboard and the motor plan for the sight words

**Materials:** AAC Device, Letter Cards, Sight Word Cards

## Tasks:

- Review 5-6 letters
- Review 10-15 sight words

# Station 1: Review Letters Video Example

**REVIEW: LETTERS & WORDS**

# Station 1: Review Words Video Example

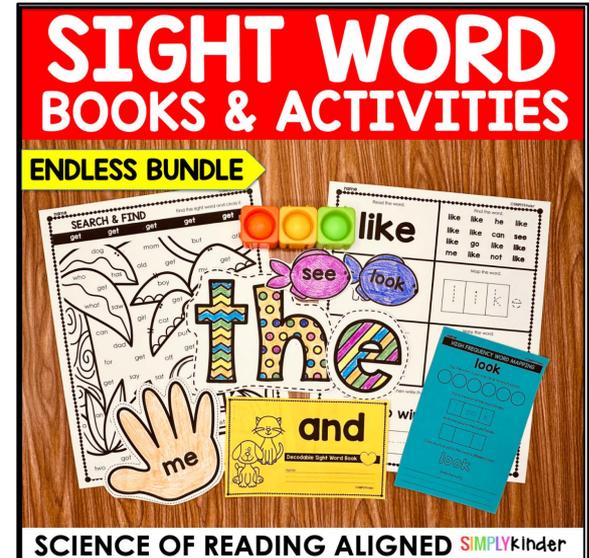


**REVIEW: WORDS**

# Station 2: Learning a new word

**Purpose:** Increase the student's exposure to new words

**Materials:** AAC Device, Sight Word Cards, Prepared Book, iPad with loaded Boom Cards



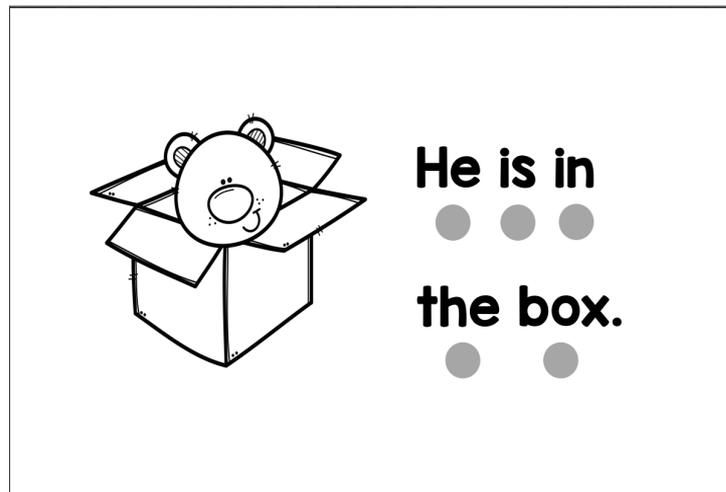
# Station 2: Learning a new word tasks

## Tasks:

- Introduce the new word with a flash card and practice the motor plan - Marissa uses an app for this task
- Read a book that targets the new word - keep the flashcard visible with the motor plan
  - Marissa uses a purchased TPT bundle with 259 sight words from “A” to “ZERO” ([similar product linked](#))

## Station 2: Book Example for 'IN'

- Student places the book in front of them.
- Teacher/staff read the words while the student points to the dots under each word.
- Students highlight the word 'IN' and says it on their AAC device when it occurs.



## Station 2: New Word Book Example

**NEW WORD: 'FOR'**

# Higher Level Book

Include materials that interest your students

I	
see	
the	
food	



Book illustration from Learning A to Z

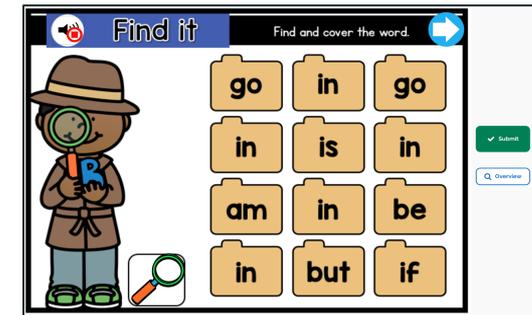
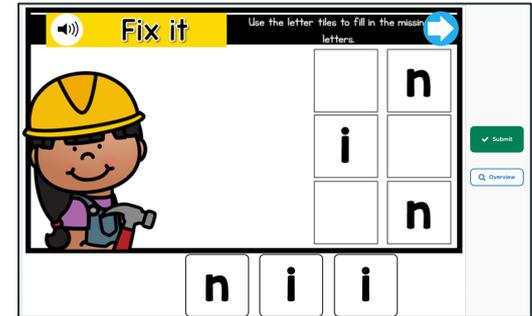
## Station 2: Higher Level Book Example

**READING BOOK**

# Station 2: Boom Cards

Review the new word with the student using their device to say the word each time they come across it

Marissa uses [‘I know my sight words’](#) created by Natalie Lynn Kindergarten



# Station 2: New Word App Example



# Station 3: Typing

**Purpose:** reinforce motor plan of the QWERTY keyboard, increase practice of common words (personal, life skills, etc)

**Materials:** Color Coded Typing Strips, personal modified keyboards, iPads/devices, pointer, card holder (if needed)

# Station 3: Typing Tasks

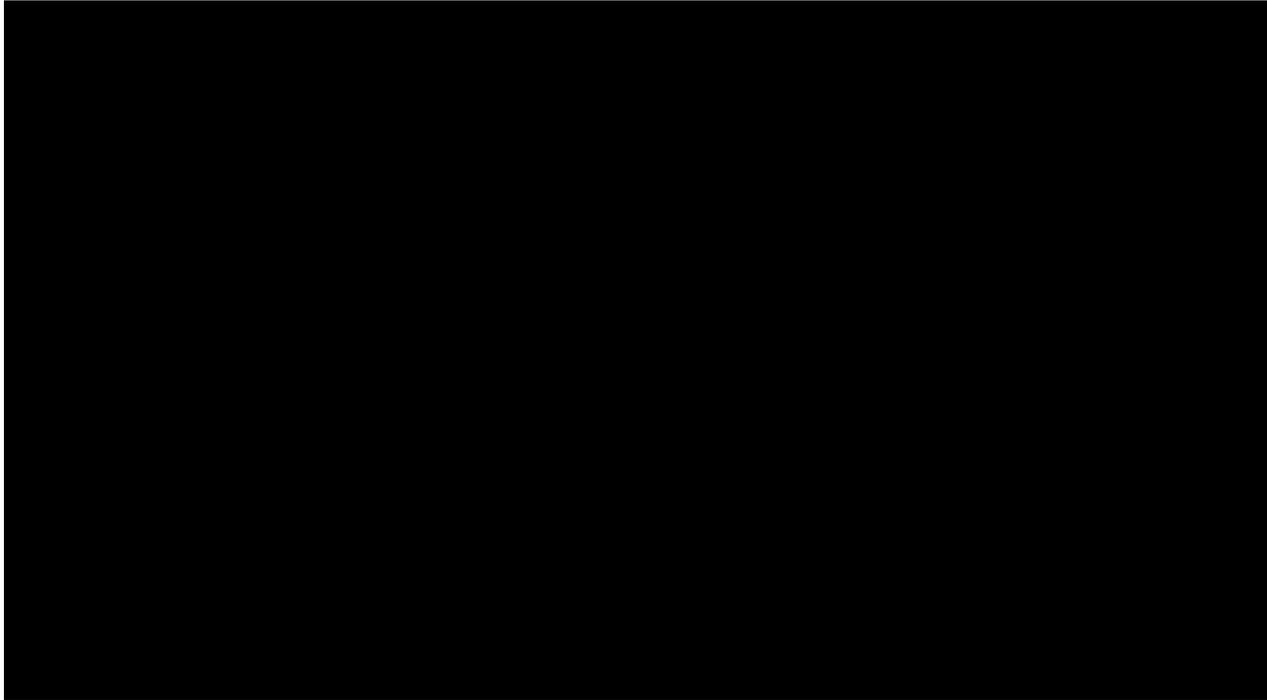
## Tasks:

- Students are expected to type:
  - Their name (3 times)
  - The month (1 time)
  - Two of their reviewed sight words (1 time)
  - The new sight word (3 times)
  - A sentence with the new sight word (1 time)

# Example: Keyboard and Typing Strips



# Station 3: Typing Video Example



# Station 4: New Word Worksheet

**Purpose:** continued practice of the new word, visual discrimination between words, includes fine motor practice (multi-sensory)

**Materials:** worksheet, scissors, glue, highlighter, dauber

# Station 4: New Word Worksheet Tasks

## Tasks:

- Complete the pre-writer worksheet focusing on the new word
- Every time the student comes across the word they say the word to practice the motor plan on their AAC device

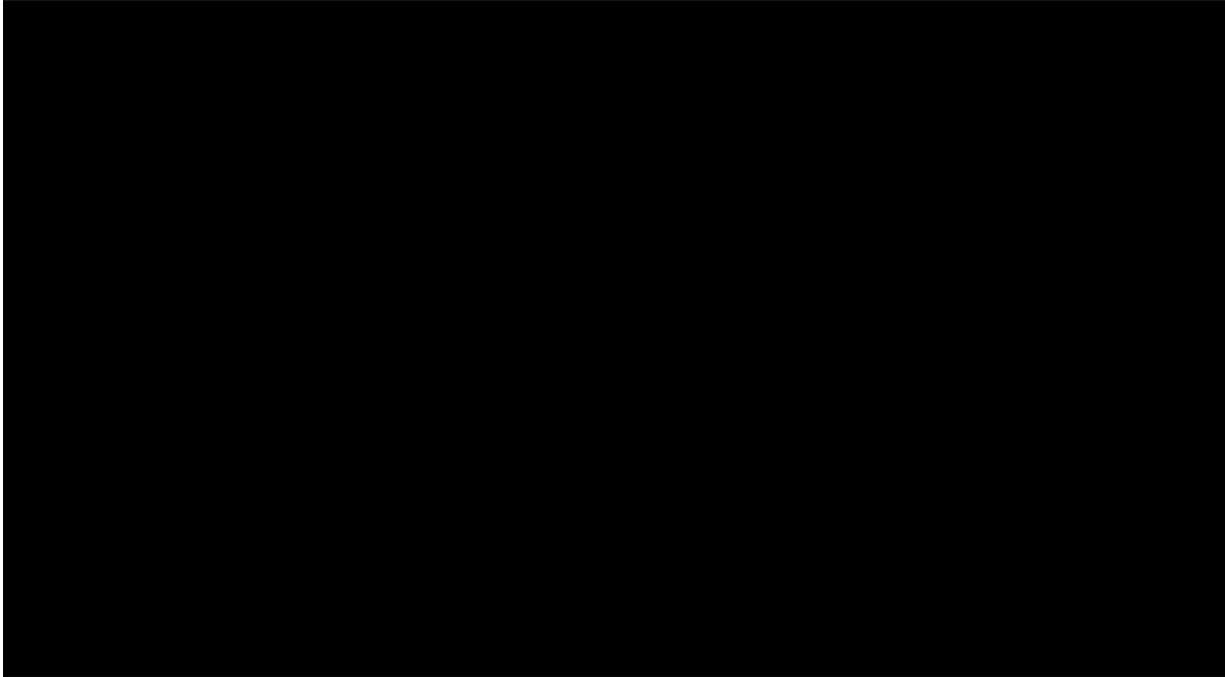
name \_\_\_\_\_ ©SIMPLYkinder

**MISSING SIGHT WORDS** Glue the word that goes in the sentence.

	He is <input type="text"/>	the box.
	He is <input type="text"/>	the tub.
	He is <input type="text"/>	the bed.
	He is <input type="text"/>	the bus.
	He is <input type="text"/>	the hut.
	He is <input type="text"/>	the bin.

in in in is in in me in

# Station 4: Worksheet Video Example



# Station 5: Spelling

**Purpose:** continue exposure to a variety of words, raise awareness of spelling to support future skills, physically manipulate and work with letters

**Materials:** phonics blocks, magnet letters with sheet pan, word cards

# Station 5: Spelling Tasks



Spell the new word with magnetic letters



Spell the new word with phonics blocks

my

in

Students identify a given word from a set of 2-4 word cards

# Station 5: Magnet Spelling Example

**SPELLING WITH MAGNETS**

# Station 5: Cube Spelling Example

**SPELLING WITH CUBES**

# Station 5: Word Discrimination

**WORD DISCRIMINATION**



# Integrating LAMP into the rest of your day

# Morning Meeting/Calendar

Each student uses a calendar notebook daily. Students are expected to identify the accurate calendar choice as well as say it aloud (via AAC device).

The Month Is...



January February March April



May June July August



September October November



December



The Weather Today is...



Sunny



Cloudy



Partly Cloudy



Rainy



Snowy



Windy



Foggy



Stormy



# Math

Use AAC Devices to learn and review:

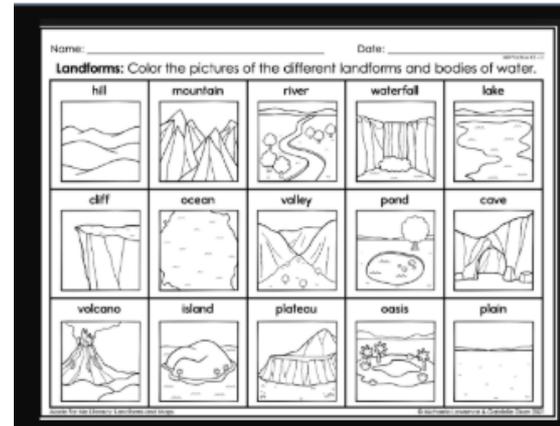
- Numbers
- Shapes
- Colors
- Same & Different
- More & Less

# Science

Choose a handful of words you want to target. Take the time to have students say the words. Using the words multiple times helps to build the motor plan.



[Blubber Experiment](#)



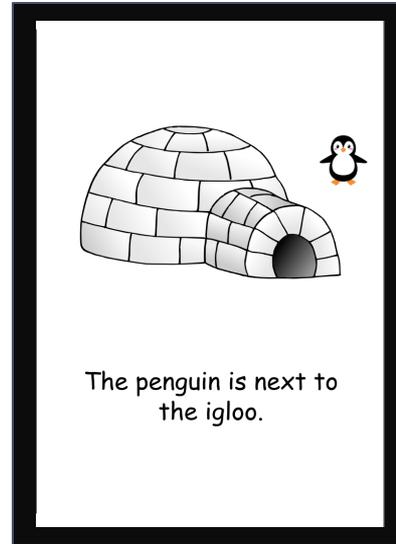
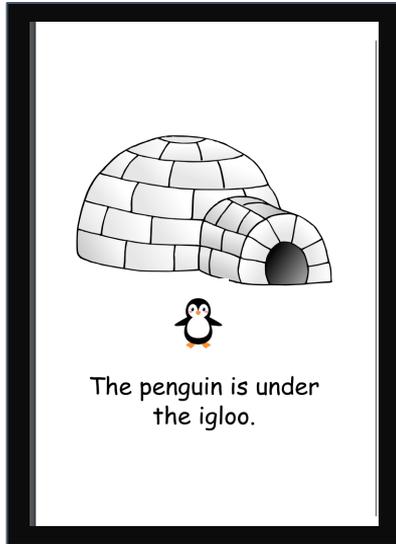
# Playing Games

Examples: Matching Games, Interactive Games (Ex: Pop the Pig)  
Focus on key vocabulary or words/phrases like: my turn, me, spin, go, etc.



# Prepositions

Use books, simple worksheets, manipulatives, games, etc



# What do you use to make materials?

- Lessonpix
- Canva
- PRC-Salttillo
- AAC Language Lab & Smart Charts

# Overall Opinions, Tips, & Advice

- Find topics that will engage your students
- Model target words without expectations, especially at the beginning stages
- Use a cueing hierarchy (wait time to see if a student can find a target word, gesture towards the device or first button, use the search function to create a forced path to the word, point to each button of the path)

# Overall Opinions, Tips, & Advice (Cont.)

- Choose the shortest path
- All staff need to work together as a team



# Thank you!

Marissa Eastling, [meastling@farmington.k12.mn.us](mailto:meastling@farmington.k12.mn.us)

Sasha Stark, [sstark@farmington.k12.mn.us](mailto:sstark@farmington.k12.mn.us)