AAC & ABCS: BEST PRACTICES IN READING INSTRUCTION

0.05 ASHA CEU and .5 Act 48 PDH

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VALERIE CHAPMAN-JONES IS AN EMPLOYEE OF THE LINCOLN INTERMEDIATE UNIT AND HAS NO OTHER RELEVANT FINANCIAL OR NON-FINANCIAL RELATIONSHIPS TO DISCLOSE. SHE IS AN ASHA-CERTIFIED SPEECH-LANGUAGE PATHOLOGIST AND IN ADDITION TO WORKING AT LIU, PROVIDES SPEECH-LANGUAGE SERVICES AT A PRIVATE PRACTICE.

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Learning Objectives:

- Describe why reading instruction is essential for individuals who use AAC.
- Name effective strategies for integrating AAC into instruction of the five principles of structured literacy
- Identify resources to support implementation of AAC during reading instruction.

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During this session, participants will explore the importance of providing evidence-based, comprehensive reading instruction for all learners—regardless of age, type, or severity of disability. The session is built upon the foundations of structured literacy and how the structured literacy principles apply to students with complex communication needs. While prior familiarity with structured literacy is suggested, structured literacy principles will be embedded throughout the presentation to ensure all participants can engage meaningfully in the content. Participants will learn what to ask to determine if their AAC users are emergent or conventional literacy learners. Practical ways to integrate Augmentative-Alternative Communication (AAC) into reading instruction that incorporate phonological awareness, phonics, vocabulary, fluency, and comprehension will be shared. Key topics will highlight the development of inner speech for AAC users, how to appropriately use AAC keyboards and icons when students are learning literacy, and strategies for supporting students' meaningful participation during reading instruction. The session content will be device- and app-agnostic, making it relevant and applicable for professionals working with users of any robust, dynamic AAC system. The content presented in this session aligns with instruction incorporating the Essential Elements in ELA (Reading) from PASA-DLM. The work of Erickson and Koppenhaver in the text Comprehensive Literacy for All, along with additional research-supported literacy practices for students with complex communication needs, will be embedded throughout the presentation. Numerous practical resources and research citations will be shared to support implementation of the content in various educational settings.

Speaker's Bio: Valerie Chapman-Jones is employed as a Staff Developer (TaC) at the Lincoln Intermediate Unit 12, specializing in supporting educators working with low-incidence populations. She received a B.S.Ed. from Kutztown University and a M.S. from Bloomsburg University, majoring in speech-language pathology. After working in the PA schools as an SLP for nearly 20 years, she received a M.Ed. from Bowling Green State University with a focus in Assistive Technology. Valerie also holds a PA Supervisor of Special Education certification. She is an ASHA-certified speech-language pathologist. In addition to working at LIU, Valerie provides speech-language services to pediatric clients with complex communication needs at TCS Therapy in Camp Hill, PA.

Rachel Young is a Staff Developer with the Lincoln Intermediate Unit. She received a Bachelor's Degree in Communication Sciences and Disorders and a Master's Degree in Speech/Language Pathology, both from Indiana University of Pennsylvania. She has experience working with students with complex needs and a variety of AAC. Additionally, Rachel collaborates with teams to devise creative solutions to promote student communication across settings. She is an ASHA-certified speech-language pathologist who has spent her career serving schools in south-central Pennsylvania,