

Literacy for All



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Outcomes

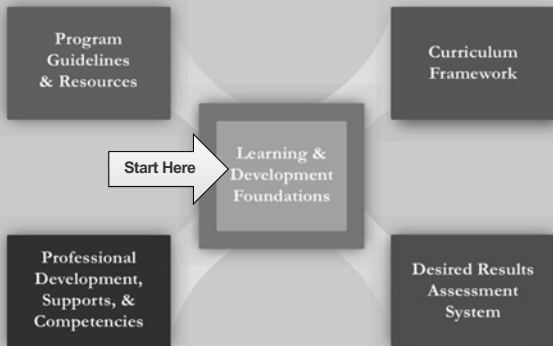
Explore:

- The idea literacy for all
- Law that supports literacy for all
- How California's preschool resources embody literacy for all children
- Strategies to support literacy for all students

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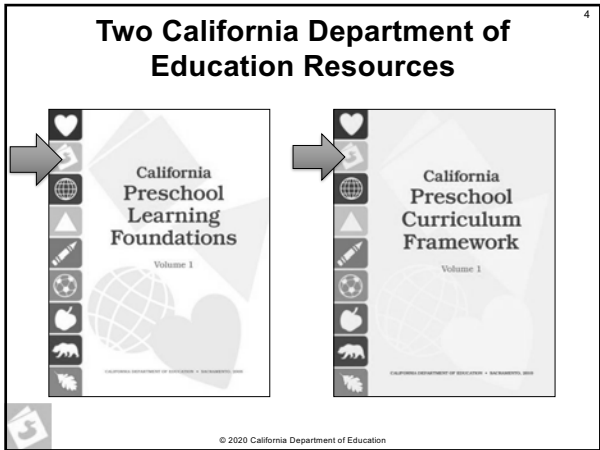
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California's Early Learning and Development System

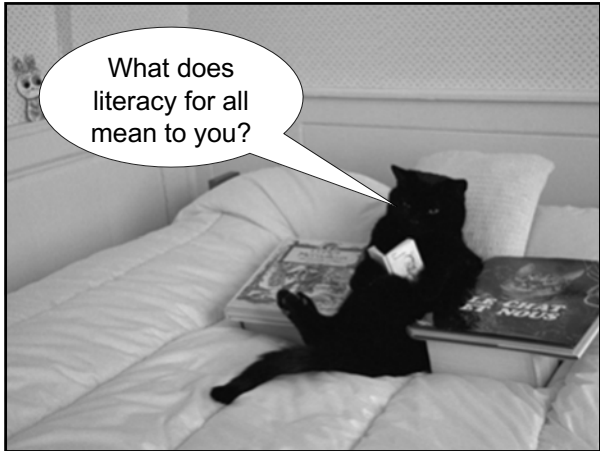


California Department of Education, Early Learning and Care Division (ELCD)

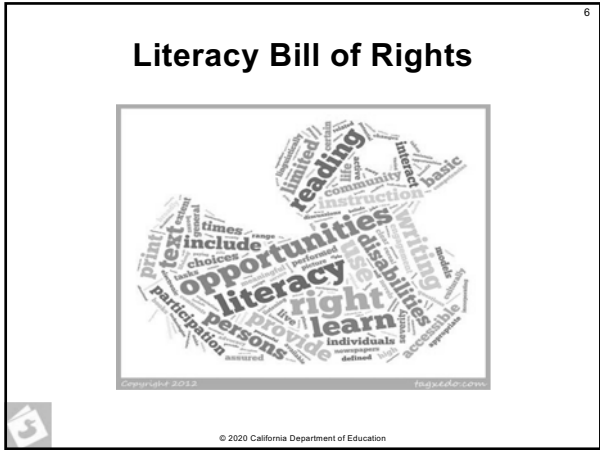
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Reflection: Literacy Bill of Rights Handout

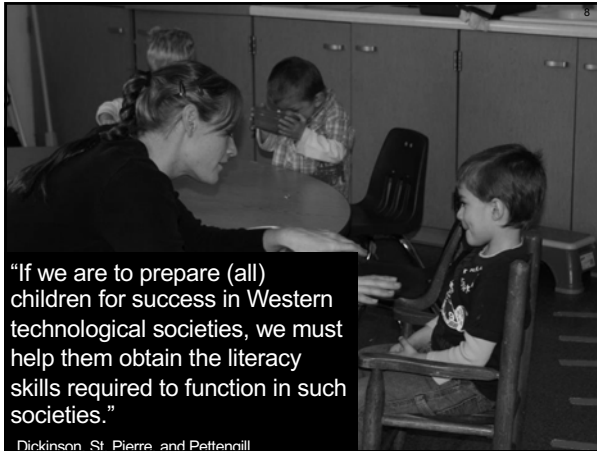
In your small groups:

- Discuss the Literacy Bill of Rights handout.
- How does this document influence your idea of what “literacy for all” means?
- Be sure each person has time to contribute their ideas.
- Choose someone to report back to the group.



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Guiding Principles for Language and Literacy

(PCF, Vol. 1, p.100-103)

- Language and literacy work together
- Children say or sign what they hear or see
- Children learn everywhere
- Children learn best from experiences that are interesting, useful, and fun
- Celebrate and support the individual
- Connect school and home
- Create a culturally sensitive environment
- Encourage children to take a turn
- Make thoughts more explicit to children by thinking out loud
- Support curiosity and confidence
- Create literacy-rich environments
- Observe children



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Early literacy activities can provide a door to interaction and friendship and a more inclusive life for all children.

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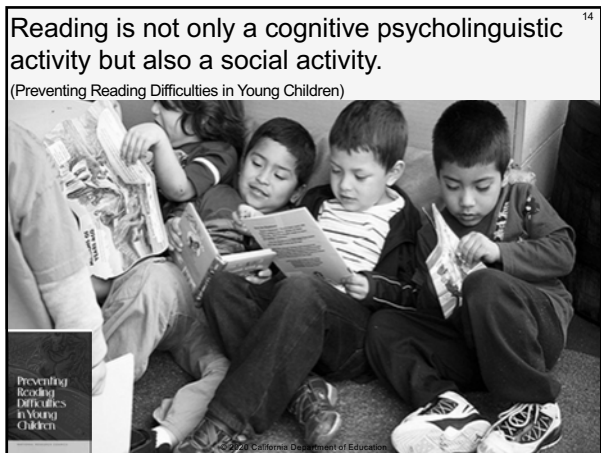
“Language and literacy work together”

(PCF, Vol. 1, p. 100).

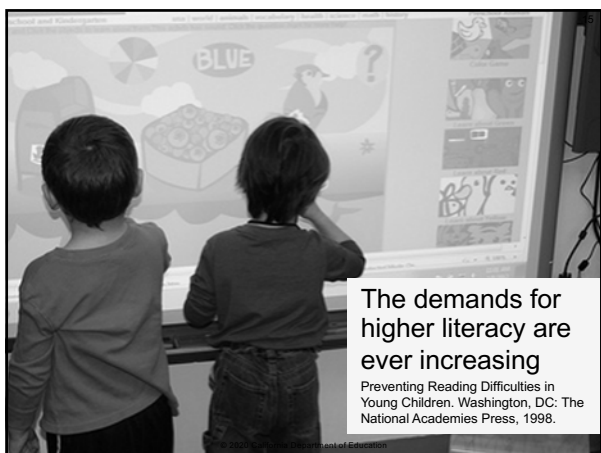
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Venn Diagram

What do you wish for children?

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What do you wish for children?

- Individually reflect on what you wish for children in terms of literacy and or life skills.
- In your group:
 - Share your ideas.
 - Combine your ideas and enter on the whiteboard.
 - What are the social emotional benefits of early literacy?

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The goal of the Individuals with Disabilities Education Act (IDEA) is no longer simply to make services available to young children with disabilities and their families, but also to ensure that those services lead to enhanced outcomes for participating children and families.

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Law and Beliefs

PL94-142 (1975):
Public education for all children

ADA (1991):
Access to full participation in society

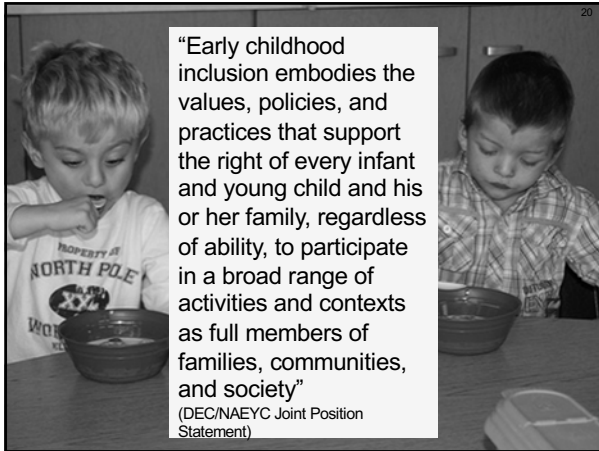
IDEA (2004)
Access to education for all

“The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential”
(DEC/NAEYC position statement)

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“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society”
(DEC/NAEYC Joint Position Statement)

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Reflection Handout 3

- Scan the Joint Position Statement handout that you read before the session
- What did you learn?
- How will you use this information in your work with young children
- Enter ideas and thoughts about the statement into the chat box.

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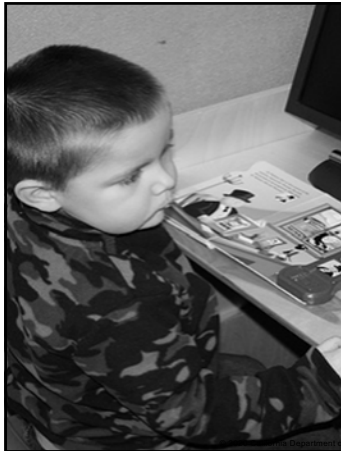


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In high quality programs, most of what is considered appropriate for promoting literacy development in young children is also appropriate for promoting literacy development in young children with IEPs.

Preventing Reading Difficulties in Young Children. Washington, DC: The National Academies Press, 1998.

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“Children with disabilities often do not have the same exposure to literacy experiences as children without disabilities”

(Affleck (1984); Light, Binger, & Kelford-Smith (1994); Light & Kelford-Smith (1993); Marvin & Miranda (1994); Miranda (2003); Schmidt, Rozendal, & Greenman (2002)).

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Guiding Principle: “Children say or sign what they hear and see” (PCF, Vol. 1, p. 100).

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“Children who communicate with sign language or another system need to have their expressions acknowledged and be included in the conversations and interactions among children”
(PCF, Vol. 1, p. 112).



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Number of Children with Speech and Language Disorders in CA


Source: kidsdata.org

California	Percent
Autism	14.5%
Deaf	0.4%
Deaf-Blindness	0.0%
Emotional Disturbance	3.2%
Established Medical Disability	0.1%
Hard of Hearing	1.4%
Intellectual Disability	5.7%
Learning Disability	38.4%
Multiple Disability	0.9%
Other Health Impairment	12.6%
Orthopedic Impairment	1.3%
Speech or Language Impairment	20.8%
Traumatic Brain Injury	0.2%
Visual Impairment	0.5%

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Literacy for all requires both opportunity and access.

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Summary of the Strands and Substrands


Summary of the Strands and Substrands

Language
 Listening and Speaking
 1.0 Language Use and Conventions
 2.0 Vocabulary
 3.0 Grammar

Literacy
 Reading
 1.0 Concepts about Print
 2.0 Phonological Awareness
 3.0 Alphabets and Word/Print Recognition
 4.0 Comprehension and Analysis of Age-Appropriate Text
 5.0 Literacy Interest and Response

Writing
 1.0 Writing Strategies

“Experience with these language and literacy strands relate to later reading success for all children”
 (PCF, Vol. 1, p. 109).




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Reflect and Adapt

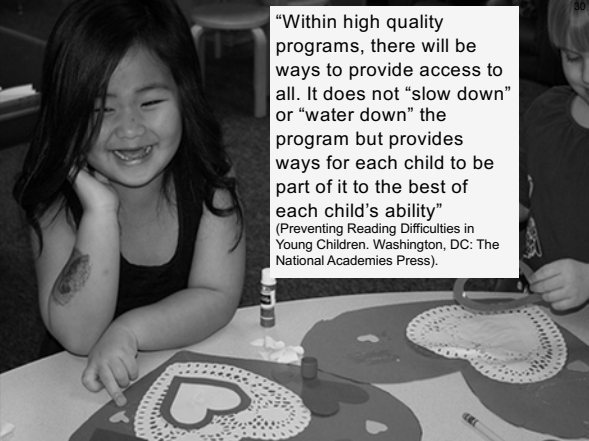
- Each breakout group will be assigned a sub-strand of the language & literacy domain.
- Discuss what strategies you would use to adapt this strand for children with diagnosed special needs.
- Think of examples of children with whom you have worked.
- Select someone to share out your strategies.

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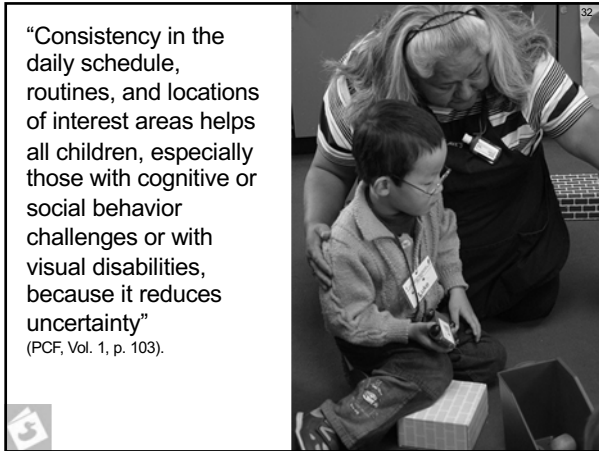
“Within high quality programs, there will be ways to provide access to all. It does not “slow down” or “water down” the program but provides ways for each child to be part of it to the best of each child’s ability”
 (Preventing Reading Difficulties in Young Children. Washington, DC: The National Academies Press).

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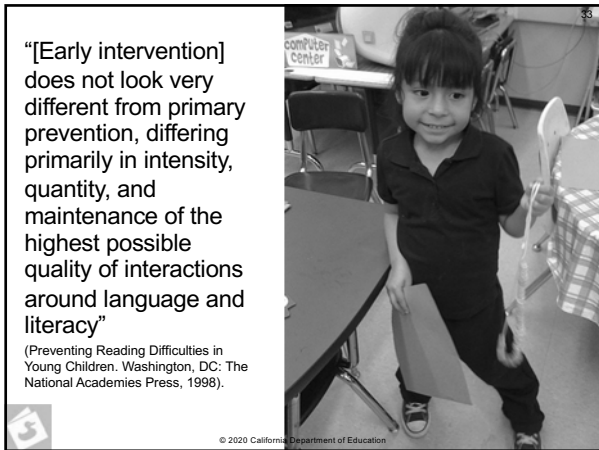
- Developmentally appropriate
- Reflective and intentional
- Individually and culturally meaningful
- Inclusive

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“Consistency in the daily schedule, routines, and locations of interest areas helps all children, especially those with cognitive or social behavior challenges or with visual disabilities, because it reduces uncertainty”
 (PCF, Vol. 1, p. 103).

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“[Early intervention] does not look very different from primary prevention, differing primarily in intensity, quantity, and maintenance of the highest possible quality of interactions around language and literacy”
 (Preventing Reading Difficulties in Young Children. Washington, DC: The National Academies Press, 1998).

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“Scaffolding involves the performance of some task elements by the teacher when a child is just beginning to learn how to do something”
(PCF, Vol. 1, p. 309).

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Effective Scaffolding Example





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“Assistive technology (either low tech or high tech) may be as simple as building up the width of the marker or pencil so that it is easier to grasp, or it may be as sophisticated as using a computer”
(PLF, Vol. 1, p. 70).




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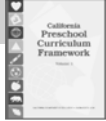
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Consult these resources to help with planning


First, consider appropriate early literacy experiences for all children.




California Preschool Learning Foundations



California Preschool Curriculum Framework



CELL



SWEET Assistive Technology Toolkit Guide
for children birth-five years



Seeds of Partnership
Family engagement and professional development in special education
Office of Education, Special Education Division

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“Embedded intervention includes the use of intentional teaching strategies to address a specific learning goal within the context of everyday activities”
(Snyder, P., Hemmeter, M.L., Sandall, S., & McLean, M. (2007). Impact of professional development on preschool teachers’ use of embedded instruction practices).

[Video](#)

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Embedded Interventions

- Look at the Providing Literacy for All Teachers handout.
- Choose one idea that you could enhance and embed during the day.
- Remember to consider:
 - Child interest
 - Family
 - IEP goals


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“Sometimes the questions are complicated, and the answers are simple.”

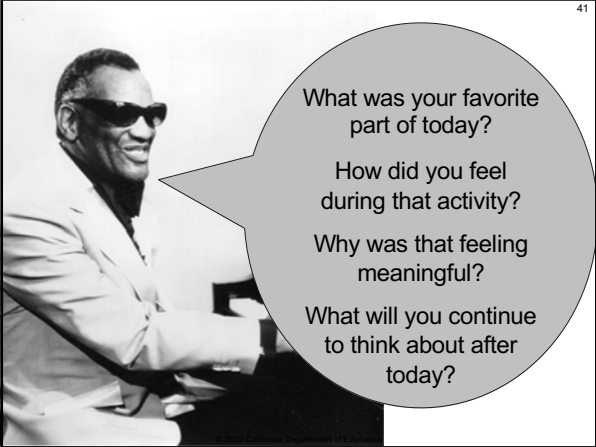
–Dr. Seuss



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What was your favorite part of today?

How did you feel during that activity?

Why was that feeling meaningful?

What will you continue to think about after today?

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**See you later...
Thank you for coming!**

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Resources

- [California Preschool Learning Foundations](#)
- [California Preschool Curriculum Framework](#)
- [SWEET Tool Kit](#)
- [CELL Center for Early Language Learning](#)
- [Seeds of Partnership](#)
- Snyder, P., Hemmeter, M.L., Sandall, S., & McLean, M. (2007). Impact of professional development on preschool teachers' use of embedded instruction practices.
- National Research Council (1998). Preventing reading difficulties in young children. Washington, D.C.: National Academy Press



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