Are Your Students Learning to Read? Steps to a School-Wide Literacy Initiative

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PennState

P.G. Chambers School
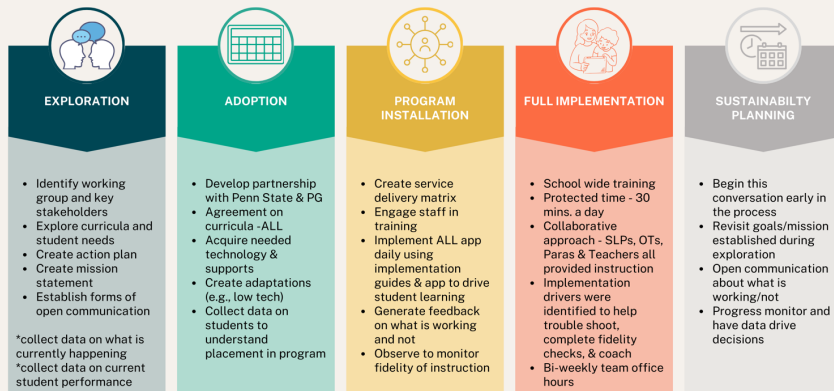*Discovering the unique potential within every child.*

- We know individuals with CCN are at risk for limited literacy development (Light et al., 1993, Sturm et al. 2002, Erickson, Geist, & Hatch, 2021).
- We have evidence that individuals with CCN can learn early literacy skills that are important for reading success (Yorke, Caron et al. 2023, Holyfield et al., 2023, Mandak et al. 2018).
- Many research studies using AAC users focus on a single literacy skill, over a short period of time (Yorke, Caron et al. 2020).
- Understanding school-wide adoption and implementation barriers of an adapted literacy program of AAC users is critical in order to move towards better outcomes for these learners (Caron et al. 2023).
- **Do you/your school want to get started on daily lessons but don't know where or how to start? Check out below:**
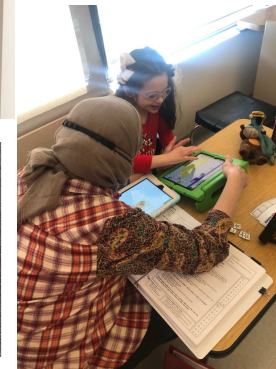
ACCESSIBLE LITERACY LEARNING (ALL) APP IMPLEMENTATION

A SCHOOL WIDE LITERACY MOVEMENT

EXPLORATION
- Identify working group and key stakeholders
- Explore curricula and student needs
- Create action plan
- Create mission statement
- Establish forms of open communication

*collect data on what is currently happening
*collect data on current student performance

ADOPTION
- Develop partnership with Penn State & PG
- Agreement on curricula -ALL
- Acquire needed technology & supports
- Create adaptations (e.g., low tech)
- Collect data on students to understand placement in program

PROGRAM INSTALLATION
- Create service delivery matrix
- Engage staff in training
- Implement ALL app daily using implementation guides & app to drive student learning
- Generate feedback on what is working and not
- Observe to monitor fidelity of instruction

FULL IMPLEMENTATION
- School wide training
- Protected time - 30 mins. a day
- Collaborative approach - SLPs, OTs, Paras & Teachers all provided instruction
- Implementation drivers were identified to help trouble shoot, complete fidelity checks, & coach
- Bi-weekly team office hours

SUSTAINABILTY PLANNING
- Begin this conversation early in the process
- Revisit goals/mission established during exploration
- Open communication about what is working/not
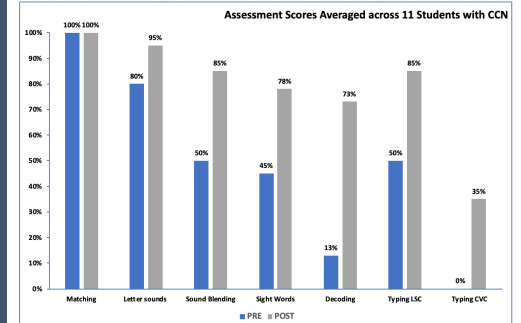- Progress monitor and have data drive decisions

APPLICATION OF FIXSEN ET AL. 2005 IMPLEMENTATION MODEL

The integration of adapted instruction for AAC learners + principles of effective instruction + the science of reading should come together to help drive the development of effective literacy programs for individuals with CCN → check out wearereadingnow.org for our handout on this!

ATIA 2024_Caron et al. School Literacy

Progress after 100 lessons:

Assessment Scores Averaged across 11 Students with CCN

	PRE	POST
Matching	100%	100%
Letter sounds	80%	95%
Sound Blending	50%	85%
Sight Words	45%	78%
Decoding	13%	73%
Typing LSC	50%	85%
Typing CVC	0%	35%

*all students at P.G. Chambers received instruction with the ALL curriculum during the 2022-2023 school year, yet only certain students from the school met the inclusion criteria for the NIH study
*data above only represents a few participants of a larger study

- All students made progress in the study & made progress across 5 skills
- Largest gains observed in decoding
- Progress connecting AAC system with literacy/writing – large gains also observed in using keyboards (typing LSC) and typing CVC words on their keyboard
- Protected time and daily commitment, along with a scope & sequence to follow were identified as "key" factors for implementation success.

Connect with us:

WE ARE READING NOW
CONTRIBUTING TO & ADVANCING THE SCIENCE OF READING FOR LEARNERS WHO USE AAC

- https://wearereadingnow.org
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- weare_reading_now #wearereadingnow #SOR4ALL

Disclosures/Acknowledgements:

Thank you to all the students and service providers who worked so hard for the 2022-2023 school year!

- No disclosures for Hall & Jacobs
- Financial Disclosures (Babb & Caron)
  - NIH#: R21 DC020814-01
  - Questions about the grant: jgc169@psu.edu