

November 28, 2023	Establishing an Environment for Literacy Learning for ALL students.	<p>This session will focus on the why of comprehensive literacy instruction:</p> <ul style="list-style-type: none"> <li>• why it is important for students with significant disabilities,</li> <li>• why we may want to shift our thinking and practices to support comprehensive literacy instruction,</li> <li>• what we mean by comprehensive literacy instruction, and</li> <li>• how to understand what kind of instruction your student(s) may need (that is will they need emergent, conventional, or some combination of both instruction).</li> </ul> <p>Participants will explore the Conditions for Learning as expressed by Erickson &amp; Koppenhaver (2020) and reflect on their own classrooms and contexts. Emphasis will be placed on the importance of engaging students in their learning, especially those with significant disabilities. Engaging in learning will be discussed drawing upon the work of Carpenter et al. (2015) Engaging Learners with Complex Learning Difficulties and Disabilities</p>
December 12, 2023	Zoom check-in Participants will share the work they have done on the basis of the first session, including any successes, challenges, and/or surprises.	
January 23, 2024	Emergent Literacy Instruction	<p>This day will focus on the instruction necessary for students who are at the emergent literacy level. These includes:</p> <ul style="list-style-type: none"> <li>• Shared reading</li> <li>• Predictable chart writing</li> <li>• Alphabetical and phonological awareness</li> <li>• Independent writing with access to the FULL alphabet</li> <li>• Self-directed reading</li> <li>• Symbol-based communication (with few exceptions)</li> </ul> <p>The day will also include looking at resources for assessment of students' present level of performance, progress monitoring, and resources teachers can use in emergent literacy instruction.</p>
February 6, 2024	Zoom check-in Participants will share the work they have done on the basis of the first session, including any successes, challenges, and/or surprises.	
February 27, 2024	Conventional Literacy Instruction	<p>This day will focus on the instruction necessary for students who are at the conventional literacy level. This includes:</p> <ul style="list-style-type: none"> <li>• Guided reading (Anchor-Read-Apply)</li> <li>• Word study (Key Words + Word Wall + Making Words)</li> <li>• Writing</li> <li>• Self-directed reading</li> <li>• Communication with symbols + spelling</li> </ul> <p>The day will also include looking at resources for assessment of students' present level of performance, progress monitoring, and resources teachers can use in comprehensive literacy instruction.</p>
March 12, 2024	Zoom check-in Participants will share the work they have done on the basis of the first session, including any successes, challenges, and/or surprises.	
March 26, 2024	Implementing	<p>This final session will focus on how this instruction can be meaningfully and appropriately provided to students in inclusive settings as well as in specialized classroom settings. Participants will explore the use of assistive technology focusing on understanding how to make decisions about when and how to utilize assistive technology to provide access to literacy.</p> <p>Participants will also be guided in developing and/or expanding on their implementation of Comprehensive Literacy Instruction in their own classrooms/contexts. Tools for guiding implementation, evaluating implementation fidelity, and ongoing student progress will be shared.</p>
April 16, 2024	Zoom check-in & Celebrations. Participants will be encouraged to share their progress towards providing comprehensive literacy instruction for their students with significant disabilities as well as sharing their understandings of the work yet to be done to honour the fact that "No student is "too anything" to learn to read and write." (Yoder, 2000)	