Project Core & Tar Heel Shared Reader

Implementation Models Addressing the Needs of Students with the Most Significant Cognitive Disabilities

SPDG Directors' Webinar
June 4, 2020

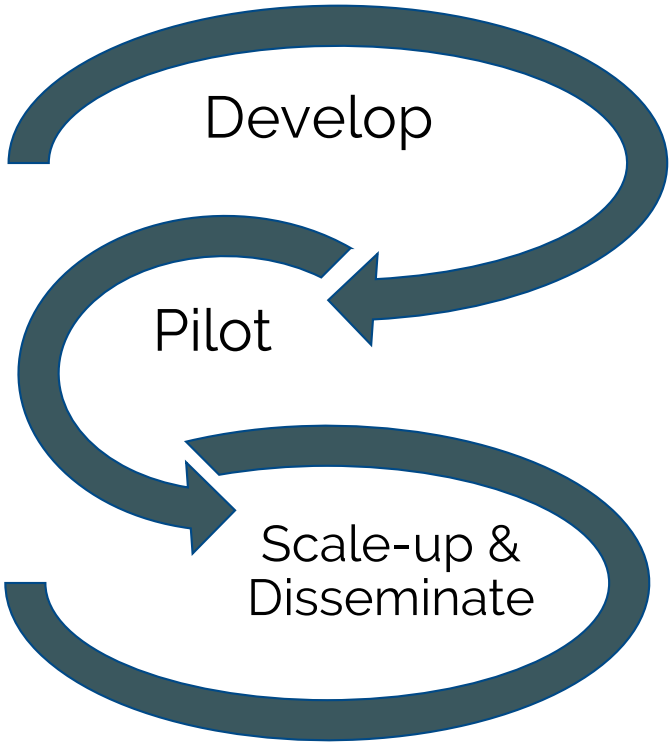
Lori Geist, PhD

UNC SCHOOL OF MEDICINE
Allied Health Sciences

Center for Literacy and Disability Studies

This presentation was produced, in part, under U.S. Department of Education, Office of Special Education Programs Grants No. H327S140017 and H327S160005. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: Geist, L. (2020). *Project Core and Tar Heel Shared Reader: Implementation Models Addressing the Needs of Students with the Most Significant Cognitive Disabilities* . Session presented for the State Personnel Development Grants (SPDG) Directors' Webinar.

Iterative Approach to Development



	Project Core	Tar Heel Shared Reader
Develop	*2015-2017*	*2016-2018*
Pilot	*2017-2019*	*2018-2020*
Scale-up & Disseminate	*2019-2020*	*2020-2021*

Project Core

project-core.com

Distribute through Project Core website

Develop implementation tools and training resources for effective use

Develop and refine student communication supports

Tar Heel Shared Reader

sharedreader.org

Distribute through Tar Heel Shared Reader website

Develop implementation tools and training resources for effective use

Develop the Tar Heel Shared Reader Interface

Defining the Need

- Survey representing large sample of students with significant cognitive disabilities (*n*=38,038)

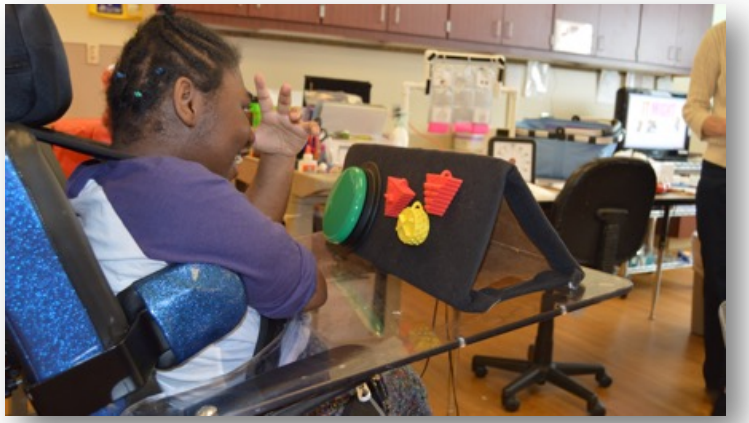
- 23% used aided augmentative and alternative communication (AAC) or sign language
  - 70% of aided AAC users and 84% of sign language users used only single symbols or signs for a restricted range of purposes.

- 9% were reported to have no symbolic system of communication
  - 45% used conventional gestures, 15% used unconventional gestures, 40% used reflexive, rather than intentional behaviors

Erickson & Geist (2016)

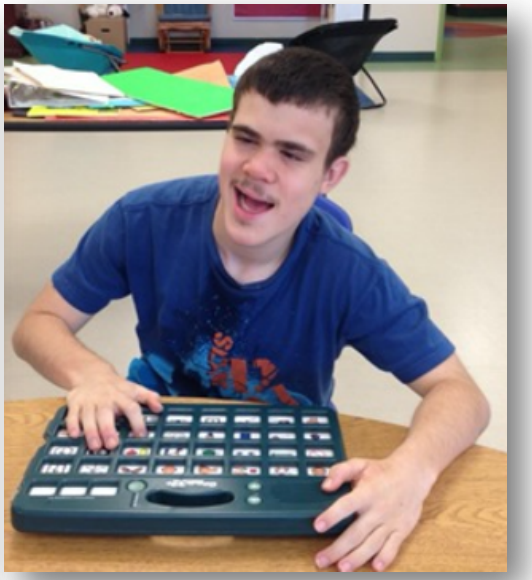
Targeting students who

- do not have flexible, symbolic means of communication
- are not reading with comprehension beyond beginning levels
- are not interested in reading
- only read because others make them
- are passive learners
- avoid interaction



The Right to Instruction

<u>All</u> students have the basic right to ongoing instruction aimed at developing communication and literacy skills.



NO Prerequisites

Teachers have the potential to increase dramatically the frequency of daily communication and literacy instruction and learning opportunities.

Implementation Model Components

- Professional development modules
- Instructional planning guides
- Self-reflection & observation checklists
- Universal Core vocabulary
- Quick start references & FAQs
- Success stories & research references

Instructional Coaches

- Facilitate the delivery of professional development
- Support instructional planning and implementation
- Engage teachers in reflection and constructive discussions
- Do not need to have expertise in AAC, literacy, or severe disabilities

Professional Development Modules

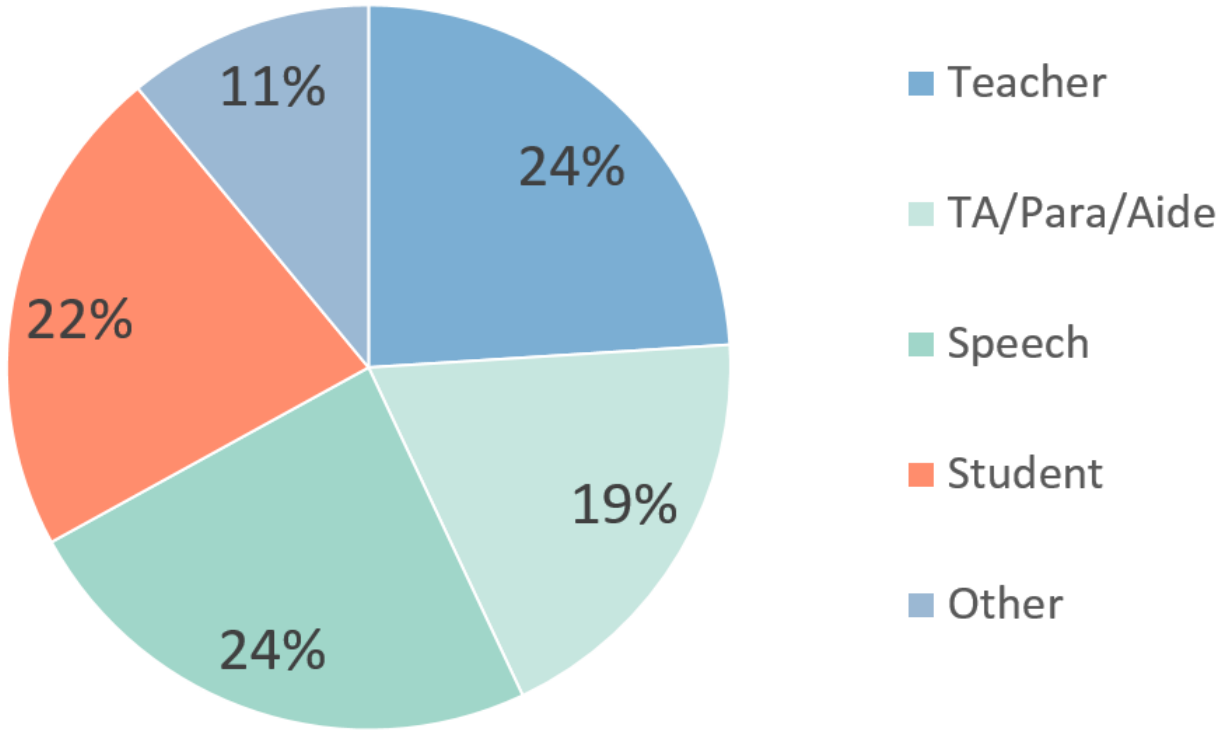
- Series of professional development modules in two formats:
  (1) Facilitated group learning and discussion
  (2) On-demand, self-directed learning

- Each module between 30-60 minutes to complete.

- 12 Modules for Project Core
- 7 Modules for Tar Heel Shared Reader (expect revisions before fall 2020)

Roles: Completion of Self-directed Modules

(*n=7,766, Project Core, open access to all)*



Instructional Planning Guides

Planning guides detail content and what is required to implement the communication and literacy instructional practices.

Self-reflection & Observation

Evidence	Consistently	Occasionally	Never
ALL students have access to their own personal communication system with core vocabulary.	☐	☐	☐
Adults recognize and respond to student's efforts to communicate. *Example: Adult sees a student reaching for something and provides access to it.*	☐	☐	☐
Adults tell students very clearly what they did to communicate. *Example: Adult says, "I see you reaching. You want that."*	☐	☐	☐
Adults show students how to communicate using symbols. *Example: Adult points to the symbol for want while saying, "You could tell me, want."*	☐	☐	☐
Adults show students how to use core vocabulary using each student's personal communication system (or a system that is very similar).	☐	☐	☐
Adults encourage students to communicate in any way they can.	☐	☐	☐
Adults invite students to use their core vocabulary system, without requiring use. *Example: Adult says, "tell me" and gestures to the student's communication system.*	☐	☐	☐
Adults provide wait time for students to initiate and respond.	☐	☐	☐
Adults use strategies other than physical support (e.g., hand-over-hand) to encourage student communication.	☐	☐	☐

Printable AAC Universal Core formats available at: project-core.com
Downloaded **more than 80,000 times**

Quick References and FAQs

- Quick Start (added across projects in March 2020)
- 1-page References
- FAQs

Success Stories and Research References

Share Your Story!

Click the link above to share your success stories!

Harold

Jade

Jeffrey

Nathan

Hillside Developmental Center

project-core.com

Emergent Literacy & Communication Model

sharedreader.org

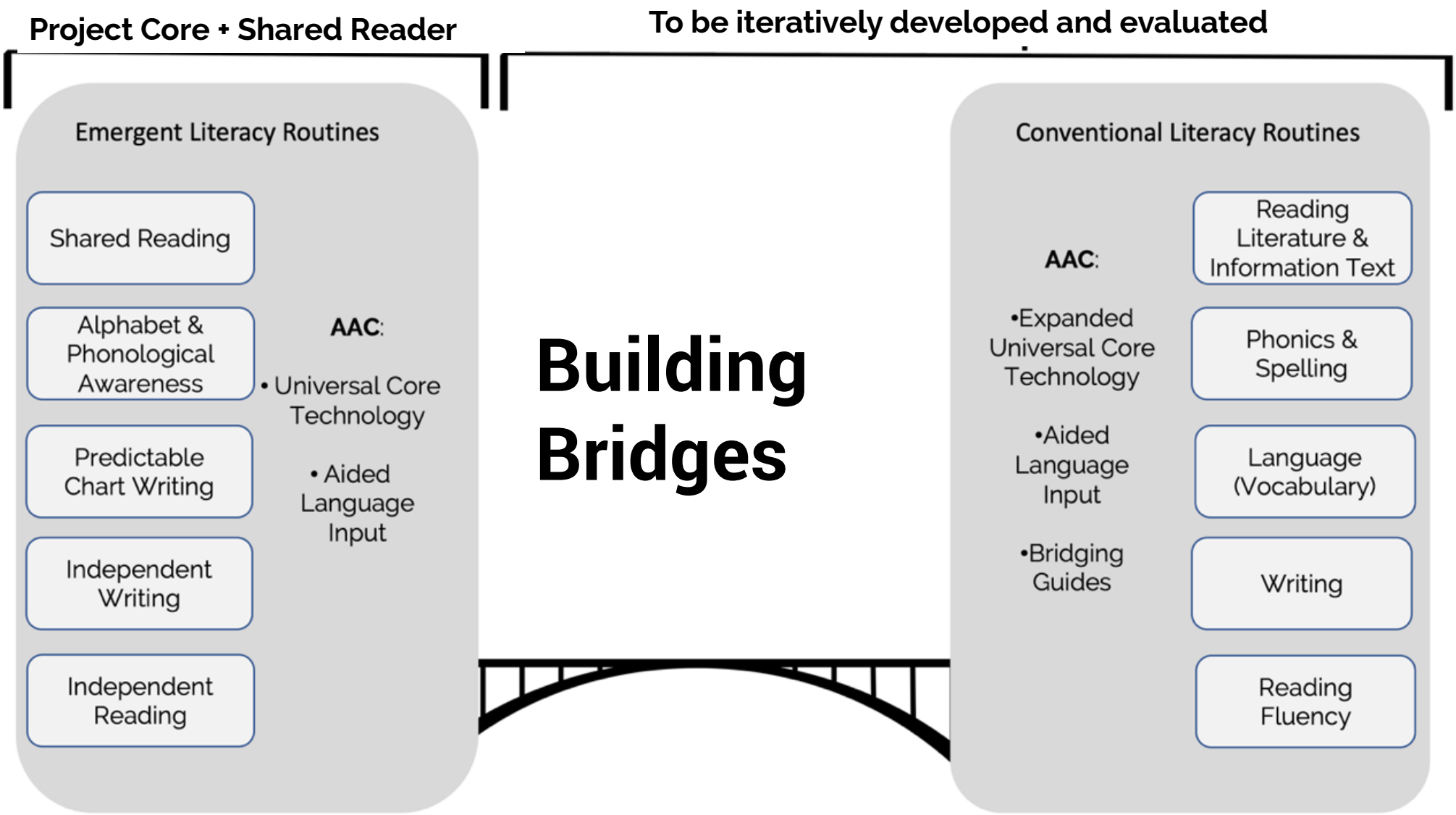
Shared Reading Model

shared.tarheelreader.org

Shared Reading Book Interface

New Project: Building Bridges

Conventional Literacy & Communication Model


Project Core + Shared Reader
To be iteratively developed and evaluated
Emergent Literacy Routines
Shared Reading
Alphabet & Phonological Awareness
Predictable Chart Writing
Independent Writing
Independent Reading
AAC:
• Universal Core Technology
• Aided Language Input
Building Bridges
Conventional Literacy Routines
AAC:
•Expanded Universal Core Technology
•Aided Language Input
•Bridging Guides
Reading Literature & Information Text
Phonics & Spelling
Language (Vocabulary)
Writing
Reading Fluency

The Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill
321 South Columbia St, Suite 1100
Chapel Hill, NC, 27599-7335
Center Website: http://www.med.unc.edu/ahs/clds

Lori Geist, PhD, CCC-SLP
Email: lageist@unc.edu