



2022 OSEP
Leadership and
Project Directors'
Conference

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Comprehensive Literacy for Students with Significant Cognitive Disabilities

Handout for Shawnee Wakeman, University of North Carolina at Charlotte

Foundation

- Evolution of Browder et al. (2009) conceptual model
- Embed literacy skills in every lesson regardless of content
- 3 mini lessons for
 - print awareness, phonemic awareness, phonics
 - shared reading, vocabulary, comprehension;
 - writing

Critical Information

- Multicomponent instruction (Afacan et al. 2018) (reading & writing)
- Content aligned with general education standards that address the “big ideas”
- Opportunities to engage with text, engage with peers and make responses
- Pedagogical strategies that include EBP for students with ESN and general education
- Accessible content, materials, engagement, and responses
- Can't assume students have experienced a comprehensive literacy model in previous instruction so embedded emergent skills may be necessary
- Address higher order skills along with literal recall or identification or copying
- Adapt only as much as appropriate based upon student needs and fade
- *IMPACTful 5: Access, Opportunity, Communication Supports, Response Prompting, & Feedback*

Resources and/ or References

- <https://tiescenter.org/>
- <https://projectimpact.charlotte.edu/>

*The contents of this presentation were developed by the presenters for the 2021 OSEP Conference. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
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