**Syllabus**

A 6 week self-paced online course

# Course Title: Accessible Literacy for Early Readers

## Online/On Demand

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:**

**"** Accessible Literacy for Early Readers **"** is made up of 6 modules, each containing video segments, readings, lectures, and assigned activities to enhance and apply your learning.  Plan to spend 1 week working through each module.  While this is a self-paced course, the material will have the most impact if you work steadily through the outline in the order it is presented.

**COMPLETION REQUIREMENTS:**

Students are expected to be familiar with all material presented in the tutorial, and to submit all assignments where indicated.

A structure is suggested for you through this syllabus and the eLearning environment; however, you may complete and submit the assignments in any order.

**EVALUATION OR GRADING POLICY:**

All submitted material is reviewed by a member of the Perkins eLearning staff and is evaluated as having met the assignment requirements. Assignments are not individually evaluated or graded. Submitted assignments are not returned.

Assignments and assessments are evaluated on a Pass/Fail scale, and *all* requirements must be met to receive credits. There is no time limit to completing a Perkins Self-paced Tutorial. The lesson plan structure is suggested as the best approach to the material.

**TEXTS:** Required readings are provided through the learning platform. Additional suggested reading is optional.

**LEARNING OUTCOMES / OBJECTIVES:**

**Knowledge**: As a result of the learning experiences in the course, you will learn:

* the important of accessible literacy and literacy environments for children with visual impairments

**Skill**: As a result of the learning experiences in the course, you will be able to:

* identify strategies for creating accessible literacy experiences
* design and create types of accessible books and literacy experiences
* design and create thematic units using accessible literacy materials

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* modify a student’s home and school environment to enhance literacy
* incorporate contextual understanding and real-life experiences into literacy lessons

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* empower students to express themselves through story-telling and writing
* provide inclusive and social opportunities for students and their peers

**COURSE REQUIREMENTS**

The required assignments for this course are listed below. Please see the individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

**COURSE CONTENT / TOPICAL OUTLINE**

**Session 1:** **Need for accessibility: Adapting Classroom Materials and Creating an Accessible Environment**

**Session Goals:**

Upon completion of this session the participant will be able to:

* Describe the importance of accessible literacy and environment for a child with visual impairments
* List a variety of strategies that can be used to adapt classroom materials.
* Identify possible ways to create an accessible environment for a child with visual impairments in the classroom and home setting.

*Pre- and Post-Quizzes*

*Video:* Thank-you Mr. Falker

Teaching Tactile Graphics

*Lecture:* Supporting Love for Literacy

*Reading: Braille Literacy: A Functional Approach*

*Resources:* Family Connect website

*Assignment:* Evaluate a student’s environment for accessible literacy

**Session 2**: **Experience Books**

**Session Goals:**

Upon completion of this session the participant will be able to:

* Define: experience books
* List a variety of  uses  for an experience book
* Create/design an experience book

*Video:*  Developing a Love for Literacy

Supermarket Book

*Lecture:* Experience Books

*Reading: Remarkable Conversations: A Guide to Developing Meaningful Communication with Children and Young Adults who are Deafblind.*

*Resources:*  Paths to Literacy

*Assignment:* Design and create an experience book

**Session 3: Story Boxes and Conversation Boxes – pt 1**

**Session Goals:**

Upon completion of this session the participant will be able to:

* Define story boxes, story bags and conversation boxes.
* List possible uses for story boxes, story bags and conversation boxes
* Create/design a story box

*Lecture:* Story Boxes and Conversation Boxes

*Reading: Remarkable Conversations: A Guide to Developing Meaningful Communication with Children and Young Adults who are Deafblind.*

*Resources:*  Paths to Literacy; Wonderbaby.org

*Assignment:* Design a story box

**Session 4: Story Boxes and Conversation Boxes Part 2**

**Session goals:**

Upon completion of this session the participant will be able to:

* Create a conversation box
* Design a plan to share a story box or conversation box with a child
* List possible ideas for a conversation box or story box

*Video:*  Sharing a Story Box with Liam

Sharing the Story with Grandma

Supermarket Book

*Lecture:* Story Boxes and Conversation Boxes

*Reading: Remarkable Conversations: A Guide to Developing Meaningful Communication with Children and Young Adults who are Deafblind.*

*Assignment:* Create a lesson plan for story boxes and conversation boxes

**Session 5: Concept Books and Adapting Children's Literature: Creating Accessible Books**

**Session Goals**

Upon completion of this session the participant will be able to:

* Define concept book and tactile graphics
* Modify a classroom reader
* Define and create tactile graphics
* List possible ways to adapt children's literature and use tactile graphics
* Create an accessible book

*Video:*  Sharing a Story Box with Liam

Sharing the Story with Grandma

Supermarket Book

*Lecture:* Adapting Children’s Books

*Reading: Beginning with Braille: Firsthand Experiences with a Balanced Approach to Literacy. Second Edition.*

*Resource:* Guide to Designing Tactile Illustrations for Children’s Books. APH

*Assignment:* Adaptation worksheet; plan an adaptation for a children’s book

**Session 6: Thematic Unit: Tying it all Together**

**Session Goals**

Upon completion of this session the participant will be able to:

* Define thematic unit.
* Give examples of thematic units.
* Create a thematic unit 'map' that supports given IEP goals or standards.

*Video:* Christmas Basket of Magic

*Lecture:* Tying it all Together

*Reading: Remarkable Conversations: A Guide to Developing Meaningful Communication with Children and Young Adults who are Deafblind*

*Resources:* Paths to Literacy; PerkinseLearning.org

*Assignment:* Analyze a pre-designed thematic unit for learning opportunity; design and create an original thematic unit