Hi, my name is Christa Hulburt. I'm a teacher at Perkins School for the Blind and today I'm going to talking to you about adapting books for pre-literacy skills in learners that are deafblind.

I made this specific book for a kindergarten child with CHARGE Syndrome who is profoundly deaf and has low vision and cognitive delays. I made this book using the Board Maker program and laminated the pages, but you can also just use simplified photographs and paste them onto construction paper.

So this story is an experience style story. This is based on a Christmas party that we had at school, which is an event that the class shared together, so it's a really great opportunity for peer interaction when we read it in a group together.

The kids can reflect upon that preferred activity and all participate in a discussion about it together.

It's also really nice to use an experience story because it adds a more meaningful context to the photos and the text that we're going to be looking at throughout the book. As you can see, the most important part for these students was to make it coginitvely and visually simple.

So a nice simple, clear photograph and then the text displayed, bold and enlarged, at the bottom.

I've also separated the letters within the word because as they're learning to identify the letters, they're then going to start understanding grouping letters to form the words.

At the bottom, I have listed the script for the presenter to read. It's small so it's not too visually distracting for the students, but also, it helps us maintain consistency in the wording that we're using.

Also on each page we display the numerical sequence so the students can learn what order the events are going in as we go throughout the book.

There are a few different concepts that we can work on when using this book; vocabulary development is one. Students may do that by identifying the main concept on the page, so choosing the match photograph to the page or choosing the matching word that goes with the page, and also practicing the sign for that vocabulary word.

I've also included opportunities for basic comprehension questions throughout the book, so this page talks about their families coming.

We discussed the idea of family, and their asked "who is your family?" They're then given the opportunity to select their family's photo symbol from a choice.

Another opportunity for a comprehension question at the end here, Santa brings a gift, and they're asked "what did Santa give you?"

And this is a great opportunity for students to interact together because they love talking about the gifts that Santa brought them, and each student can choose the appropriate photo symbol for the toy that they received. They can share them together, and we actually have the toys there in the classroom, so they can bring them out and they can play with them together.

The last concept they can work on is, as I mentioned, the sequencing. This either done as we go throughout the book as a way to process the information in another way, so we talk about first, it's Christmas, and we put that along the timeline.

Another way is at the end of the book, we might do the sequence afterwards to reflect upon what the timeline of the events was. So, just a really nice way to reflect upon a social interaction that they had together, an enjoyable way for them to process new pre-literacy skills.

And that's today's teachable moment.