**National Center on Deaf Blindness**

**Literacy Session (July 21st 2015)**

**Needs:**

Identify research that has been or needs to be conducted on evidenced based strategies.

Align the literacy checklist with research

Literacy tied in with communication

Show how it makes their (i.e. teachers, administrators, parents, etc.) easier (i.e. saves time, etc.).

Promote Team Planning Tools

Identify natural opportunities for literacy use (include in daily planning section)

Use right terminology (speak the same language) that others (teachers, families, etc.) use.

Make use of a literacy community of practice.

Ensure cultural sensitivity and examples.

Have a section that pertains to information for parents/literacy at home.

Repurpose and make use of CELL information for families. Develop a home to school section. Shawna has some INF.

Connect it to state4 needs, such as common core. Use state specific examples.

Tie communication and literacy to state initiatives.

Encourage State Dept. of Ed. to have a link to the Literacy website on their website.

Market and Model use of the site.

Provide checklist to families.

Use site in trainings.

Use one page flyer for marketing to administrators.

Demonstrate how IEP goals can be connected o meaningful activities.

Use 30-60 second video clips introducing the literacy site and explaining how it may be used for IEP development.

Add links to site, emphasizing the connection to literacy to match and science.

Have a way to help unexperienced teachers know where to start on the site.

Have teachers who have used the site successfully share with other teachers their experiences. Testimonial Thursdays! (Shawna has some)

Include examples of children who are early communicators and how the child communicates (i.e. their interest).

Twitter and Face book promotion.

Movement from basic literacy to use of site in a meaningful way. Literacy in Action!  
Address technology. How can a parent use an IPhone in a meaningful way rather than handing it to the child to play with?

Para-Professional Education. How teachers can use this site to help Para’s. Help them understand how literacy can happen throughout the day.

Tabs for Parents and Para’s.

**Top 3 Priorities: (voting results in red)**

1. Demonstrate “Why” it is Important. Linkage to Research. Lin to CELL **15**
2. Marketing: **17**
   1. Use of one page
   2. Pinterest site
   3. FAQ sheet
   4. Teacher’s videos (3-5 min) Similar to what Perkins does.
   5. Share with NDBEDP
   6. Use key terminology-so that it is easy to find.
   7. Vroom app for parents-provides a daily update on things to do with kids.-adapt this app for special needs kids. Partner with someone who knows how to make an app.
3. Family Engagement and Partnerships: Cross cultural. Use of CELL Guides (parent practice guides (3-4 pages) or pop guide (1 page)) 7
4. Para Educators. Team Tips Section

**Resources (who can help):**

1. **Why: Grad Students, NCDB Librarian, Perkins, University of Utah DB Teachers Program**
2. **Marketing: Pinterest (Emily has a DB Site), FAQ Sheet, DOE link to Literacy site, ASHA, Personal Prep. AER/other professional organizations, CHARGE Foundation, TVI, Assessment Consortia, Parent Centers, and CEADAR Center (highlight literacy component).**
3. **Family Engagement: Parent Centers**