**Syllabus**

An 8-week self-directed online course

Course Title: **Functional Literacy**

## Online/On Demand

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:**

**" Functional Literacy "** is made up of 8 modules containing video segments, readings, 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.

Through this moderated professional development experience, participants will expand their definitions of Literacy and Functional Literacy, while developing routines for children with visual impairments and blindness, including those with additional disabilities.

**COMPLETION REQUIREMENTS:**

Perkins eLearning tutorials include assignments, readings, quizzes, and video clips. Students are expected to be familiar with all material presented in the workshop, 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:**

This tutorial uses the text, [Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities](https://owa.perkins.org/owa/redir.aspx?C=5QLBZ61RtUuETUHWICdU8jqRRIyIttQInpux39dAltgd9gKd8qAJuGOY7v4R3XKrGZh9MRtxnQk.&URL=http%3a%2f%2fwww.afb.org%2fstore%2fPages%2fShoppingCart%2fProductDetails.aspx%3fProductId%3d978-0-89128-551-9%26ruling%3dYes), which is available from AFB Press.

**LEARNING OUTCOMES / OBJECTIVES:**

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

* Definitions of *literacy* and *functional literacy*
* How to use objects to communicate
* Identify characteristics of literacy techniques, and strategies for early literacy skills for learners with visual impairments
* Identify strategies to promote mathematical literacy

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

* Design a routine for a child with visual impairments and additional disabilities
* Design an object calendar
* Identify special considerations in an effective Learning Media Assessment for learners who are deafblind or have multiple disabilities
* Identify ways to use mathematics in the functional context of daily life

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

* Adapt a writing activity for students with visual impairments and additional disabilities
* Identify indicators of possible learning disabilities

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

* Support and instruct struggling readers

**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: Introduction to Functional Literacy**

**Session Goals:**

* Participants will be able to identify a definition of literacy.
* Participants will be able to identify an expanded definition of literacy.
* Participants will be able to identify a definition of functional literacy.

*Readings:*

* *Keys to Educational Success*, pp. 260-263
* What is Literacy?
* The Impact of Literacy on the Expanded Core Curriculum
* Reading Environmental Print

*Lecture:* Introduction to Literacy

*Video:* Introduction to Literacy

*Quiz 1*

**Session 2:**  **Creating a Literacy-Rich Environment**

**Session Goals:**

* Participants will identify ways to create a literacy-rich environment.
* Participants will demonstrate the ability to design a literacy rich-environment.
* Participants will name strategies to make literacy activities available.

*Readings:*

* *Keys to Educational Success*, pp. 266-269
* Creating a Braille-Rich Environment at Home

*Video:* Early Literacy for Students with Multiple Disabilities or Deafblindness

*Assignment:* Designing a Literacy-Rich Environment at Home or School

*Quiz 2*

**Session 3: Assessment and Program Planning**

**Session Goals:**

* Participants will identify the purpose of a Learning Media Assessment (LMA).
* Participants will identify factors that make an LMA effective.
* Participants will identify special considerations in an LMA for learners who are deafblind or who have multiple disabilities.

*Readings:*

* Keys to Educational Success, pp. P. 269-271
* Learning Media Assessment
* Special Considerations in the LMA if the Child Has a Hearing Loss
* Using a Picture Symbol System for Communication and Literacy
* 5 Tips for Writing Effective Functional Vision Assessments or Learning Media Assessment

*Video:* Learning Media Assessment

*Quiz 3*

**Session 4: Strategies for Modifying Literacy Activities**

**Session goals:**

* Participants will identify strategies to develop early literacy skills for learners with visual impairments and additional disabilities
* Participants will identify characteristics of literacy techniques, such as story boxes, object books, and experience books

*Readings:*

*Videos:*

Choice of Webinars *Literacy Adaptations for Students who are Deafblind* OR

*Accessible Books and Literacy: Supporting and Encouraging a Love for Literacy*

Choice of Teachable Moments

1. *Supermarket Tactile Book*
2. *The Shape Surprise*
3. *The Tiny Seed*
4. *What’s for Lunch?*

*Assignment:* Identifying Literacy Strategies and Adapting Literacy Materials

*Quiz 4*

**Session 5: Literacy and Struggling Readers**

**Session Goals**

* Participants will identify indicators of possible learning disabilities
* Participants will identify strategies to support and instruct learners who are struggling readers

*Readings:*

* *Keys to Educational Success*, pp. 288-299
* Overview of Struggling Readers
* Getting Started with a Struggling Reader with Visual Impairments
* Providing Support for Students with Learning Disabilities
* Instructional Strategies for Struggling Readers

*Quiz 5*