

Emergent Literacy Meets AAC: Supporting Individuals with Complex Challenges

Dr. Caroline Ramsey Musselwhite

www.aacintervention.com

<http://aacgirls.blogspot.com>

carolinemusselwhite1@me.com

Speaker Disclosure – Caroline Musselwhite

Financial Disclosures

Caroline Musselwhite is the owner of AAC Intervention and receives compensation as such. During her presentation she will be referencing her company and actual case studies. She has authored many books and software items and receives royalties and or consulting fees for these publications through her company (AAC Intervention), Building Wings Inc., Attainment Company, and Teachers Pay Teachers. She has consulted with other companies including AbleNet, Assistiveware, and Panther Technologies. She has consulted with many nonprofit groups such as FAST and Angelman Syndrome Association, and Rett Canada and UK.



Caroline Musselwhite

Non-Financial Disclosures

Caroline Musselwhite is a former Board Member and Executive Council Member of ISAAC (International Society of Augmentative and Alternative Communication).



AAC Caroline



aacgirls.blogspot.com



TPT Caroline Musselwhite



Prize Time!

Literacy + AAC

- Someone will win one of my TeachersPayTeachers books!
- I will spin – the person with the **FIRST** birthday in that month will win
- You will e-mail me: carolinemusselwhite1@me.com to get your prize!

Spinner - 30 Second Rule!

Use the **Wheel of Names!**
<https://wheelofnames.com/>

See the Blogpost:
<https://aacgirls.blogspot.com/search?q=wheel+of+names>

- Use Wheel of Names

4

Why Literacy

- It's a **human right**.
- It opens doors learning.
- It supports leisure activities.
- Students with significant disabilities (including individuals who use AAC) **can learn**.

5

"We only teach functional skills."
 SERIOUSLY?
 What is more functional than literacy?
 Dr. Caroline Ramsey Musselwhite

"¿Sólo enseñamos habilidades funcionales?"
 ¿EN SERIO?
 ¿Qué es más funcional que la alfabetización?
 ALFABETIZACIÓN VS. HABILIDADES FUNCIONALES
<https://habloconcaa.wordpress.com/2017/09/20/alfabetizacion-vs-habilidades-funcionales/>

Learning Objectives

- Summarize 3 assessment tools that can be used for students who are difficult to assess with standard tools
- Describe at least two strategies for integrating AAC into each of the components of emergent literacy instruction (shared reading, predictable chart writing, writing with the alphabet, independent reading, and alphabet and phonological awareness).
- Analyze at least 3 new light tech tools, and tell how you would use them interactively to support literacy learning.

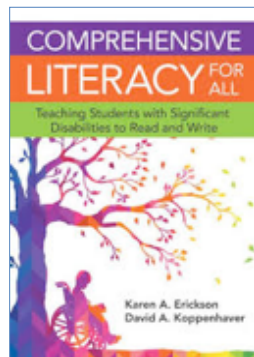
7



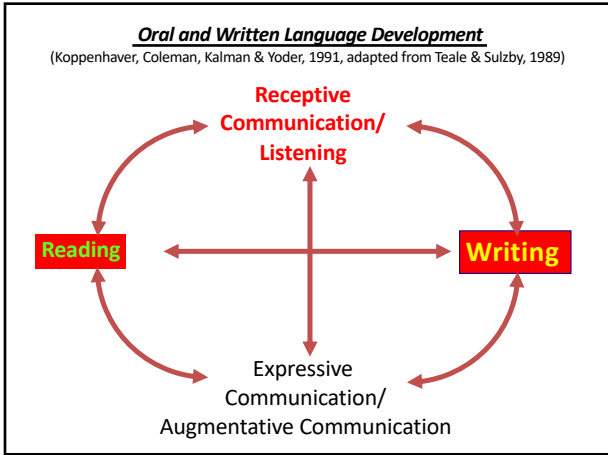
www.aacintervention.com

Excellent Resource for Designing & Implementing Literacy Instruction for Students with Significant Disabilities

Erickson, K. & Koppenhaver, D. (2020). Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write. Brooks Publishing



9



An Efficient Means of Determining a Starting Place

- Does the learner:
 - Know most of the letters, most of the time?
 - Engage actively during shared reading?
 - Have a symbolic means of communication and interaction?
 - Understand that writing involves letters and words?

<p>X NO to one or more Comprehensive Emergent Literacy Interventions</p>	<p>✓ YES to ALL Comprehensive Conventional Literacy Interventions</p>
---	--

©2024 Center for Literacy and Disability Studies, UNC Chapel Hill. Erickson & Koppenhaver, 2010

Idea # 1. Understand Literacy Development
 (Hanser, 2020)

Professionals need to understand the differences between emergent literacy instruction and early conventional instruction.

Scribbling & learning functions of print

High School Check In Board
Eileen Marcus' Classroom
International Academy of Hope, NYC

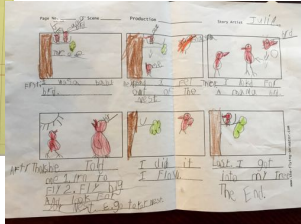
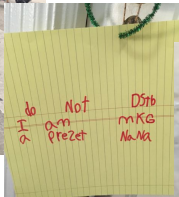
For very beginning students, instruction should be developmentally appropriate.
 Consider emergent literacy-even if student is OLDER.

EMERGENT Literacy

All of the CRITICAL early literacy learning that prepares children to later become *CONVENTIONAL* readers & writers



After Multiple Years of *Emergent* Literacy Experiences, Students Become **Conventional Writers & Readers**



Idea #2: No Readiness Needed

(Hanser, 2020)

No one needs to be "ready" for comprehensive emergent literacy instruction

Opportunities should not be simplified and restricted to students' vision

Idea #3: Make It FUN and INTERACTIVE!



Implications for Our Students

- Understand the differences between emergent literacy & early conventional literacy
- Recognize what we do to support *emergent literacy* for kids without disabilities
 - Provide loads of rich interaction
 - Provide authentic opportunities
 - Celebrating all interactions
 - Look at errors as a gauge of what kids know
- Use the same lens with our students



Assessment for Emergent Students

Literacy Rubric (Staugler, 07)

Are Students Emergent or Conventional???

	Early Emergent Literacy <i>(1 point)</i>	Early Transitional Literacy <i>(2 points)</i>	Transitional Emerging Literacy <i>(3 points)</i>	Late Transitional Emerging Literacy <i>(4 points)</i>	Early Conventional Literacy <i>(5 points)</i>
Phonemic Awareness	Shows some interest or enjoyment in rhyme play activities.	Participates during rhyme play by repeating words of similar sound patterns.	Attempts to create word similarities, such as rhymes or initial sound patterns.	Identifies similarities and differences of sounds within words.	Creates new words within word families, associates consonant
Concept of Print	Shows beginning interest or attention to book reading.	Attends to story with minimal prompts.	Recognizes skill to right sequence of text within page format.	Follows the left-right, top-bottom flow of text and page to page progression of stories.	Reads words in text while following a left-right, page to page flow progression of stories.
Word Recognition	Shows beginning interest or attention to graphics or pictures.	Identifies named pictures or graphics.	Recognizes familiar signs, names, or text words with graphic support.	Identifies some text words without graphic support.	Identifies an increasing # of high frequency sight words.
Fluency	Shows beginning awareness of repetitive lines in story reading.	Participates with a repetitive line during story reading.	Predicts or repeats repeated lines within a story.	Attempts to read/retell text within a repeated story.	Reads text for a purpose; Reads familiar stories with varied text patterns.
Comprehension	Shows indications of spoken word and object recognition within own experiences.	Associates words with a story page read.	Associates connected speech with supporting graphics during story reading.	Fills in open ended sentences and omitted words during repeated stories.	Engages in "read" activities and responds to questions that represent comprehension.
Total Score	Early Emergent Literacy: 0 - 5	Early Transitional Literacy: 6 - 10	Transitional Emerging Literacy: 11 - 15	Late Transitional Emerging Literacy: 16 - 20	Early Conventional Literacy: 21 - 25


Directions: Engage the student in story reading and/or reading related activities. Observe student's behaviors and level of participation. Mark the space in each row that most clearly defines the student's level of concept understanding. Calculate the total points for the student. Within each of the five areas, note the level of text that you should select to help the student move farther in their skill and understanding.

Student Name: _____ Date: _____ Assessed by: _____

Kathy Stauffer © 2007

Summary: Why Use the Staugler Literacy Rubric?


- Good one-page progress tracker
- Shows journey from emergent to transitional to early conventional
- Gives a 'score' from 0 - 25
- **GOAL:** Track a student from point A to point B, **or** tracking a project!



THE BRIDGE

Pierce, Summer, O'DeKirk, in progress

- Informs practice
- Uses multiple, authentic approaches
 - Observation Notes
 - Work Samples
- The Bridge is available at <http://www.med.unc.edu/ahs/clds/> under projects Preschool Demonstration Program



THE BRIDGE: FEATURES

Background: developed for NC preschoolers

Emergent Literacy: observing literacy for real purposes; ‘trying out’ beginning understandings of print; strong link between oral and written language development

Evidence-Based Reading Research (EBRR): focus on specific skills such as phonological awareness, alphabet knowledge, etc.

The Bridge



- 11 assessment areas related to:
 - Book knowledge
 - Knowledge of Writing
 - Name writing
 - Alphabet Knowledge
 - Phonological & Phonemic awareness
 - Oral language
- Rating scale for each area
- Must have at least 3 pieces of evidence to support child’s rating
- Can use multiple scales during ONE activity

Reading Items Adapted Bridge Erin Sheldon



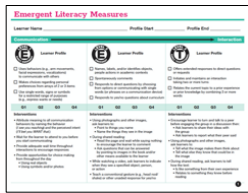
Foundations of Reading (Book Knowledge/Appreciation/Print Awareness/Story Comprehension)								
Physically handle/interact with books	Rips or mouths books and paper	Explores books with hands, stacks or bangs	Looks at book pages when shown	Browses book pages independently	Recognizes book by its cover	Holds the book appropriately, unprompted	Independently studies book pages	Turns pages appropriately, paper or digital
Interact with print	Indicates enjoyment when being read to	Touches the page when exploring books	Beginning to recognize print	Frequently recognizes print, such as pointing, touching, or looking at	Makes print to speech connection	Knows where to read on a page. Notices if reading partner skips text.	Completes any part of a sentence by generating a word with a symbol, photo, sign, or gesture	Understands “concept of word” (1:1 correspondence of text to speech)
Direct and take ownership of shared literacy experiences	Chooses literacy activities from an array of objects, photos, or symbols	Initiates any literacy activity: reading, writing, alphabet play	Initiates a choice of story by selecting a book and sharing it to be read	Communicates a choice of story or song using a picture, sign, or vocalization	Directs the story or song to continue or cease using a symbol or sign	Communicates a choice of book topic or genre using a symbol or sign	Self-identifies as a reader	Comments on or shares opinions about the story using symbols
Interact with symbols during shared reading	Observes partner model the use of a symbol array	Recognizes 2-5 symbols regularly used by partner	Explores 2 or more symbols on array during reading	Uses multiple symbols to direct or comment on actions of partner	Uses AAC system to respond to partner	Uses AAC system to direct partner	Initiates using AAC to communicate about the book	Uses AAC to comment on the book or extend ideas in the book
Engage in the act of reading	Indicates awareness that someone is reading to him/her	Displays joint attention while being read to	Points to items on the page during shared reading	Labels or acts out story characteristics during shared reading	Points to people or objects related to the book during shared reading	Engages in parallel/solitary reading	Pretend reads to another, such as vocalizing while turning pages and touching words, or activating recorded speech	Pretend reads from memory, paying attention to the printed word
	1	2	3	4	5	6	7	8

Summary: Why Use the Bridge?

- Great for honing in on items
- Can reflect small changes
- Maybe pick 1 or 2 items on each page to track for multiple students
- **GOAL:** Moving students forward at least one level!

Emergent Literacy Measures

Part of *Readtopia™* www.buildingwings.com



6 Checklists

- Communication
- Print Has Meaning
- Concepts About Print
- Alphabetic Principle
- Phonological Awareness
- Language Comprehension

- Great baseline data
- Suggests interventions

Components of Comprehensive Emergent Literacy Instruction

- Shared Reading (Erickson, 2017)
- Alphabet & Phonological Awareness Instruction
- Predictable Chart Writing
- Independent Reading
- Independent Writing with the Full Alphabet
- **All Interwoven with Robust AAC**

Erickson, K. (2017). Comprehensive Literacy Instruction, Interprofessional Collaborative Practice, and Students With Severe Disabilities. *American Journal of Speech-Language Pathology*, Vol. 26, pp 193–205, May 2017.

Downloadable from: <https://pubs.asha.org>

27

What is Shared Reading?

“The interaction that occurs when a child and adult look at or read a book together.”



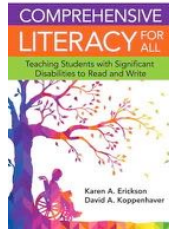
Ezell & Justice, 2005

Based on home reading activities



Comprehensive Literacy/ Shared Reading

- Read the research!
- Learn strategies!



Erickson & Koppenhaver (2020) Chapter 4

<https://www.sharedreader.org/professional-development-modules/>

Shared Reader Website

- ADMINISTRATOR PORTAL
- FACILITATOR PORTAL
- TEACHER PORTAL
- QUICK START GUIDE



What is Tar Heel Shared Reader?

<https://www.sharedreader.org/>

Shared Reader Overview



- Lots of great materials in addition to the video!

Module Video

- YouTube Link
- Download Video (ZIP, 30.1 MB)
- Video Transcript (PDF, 4 pages, 151 KB)

Guide for Facilitators:

- Facilitator Guide with Handouts (PDF, 26 pages, 791 KB)

<https://www.sharedreader.org/shared-reading/>

Fewer & Different Opportunities

“ . . . Many students with significant disabilities missed out on literacy learning opportunities because they had **fewer** . . . and **different** . . . Home literacy experiences than their peers without disabilities.”



Erickson & Koppenhaver, 2020, p. 49

Did you know . . .

- good teachers read from at least 12 texts a **DAY?** (*wide reading*)
- children from literate homes have heard their favorite stories 200-400 times?? (*repeated readings*)
- reading aloud to children during day care, preschool, or school can impact their reading ability! (*shared reading!*)

Million Word Gap!

A "million word gap" for children who aren't read to at home
That's how many fewer words some may hear by kindergarten



Young children whose parents read them five books a day enter kindergarten having heard about 1.4 million more words than kids who were never read to, a new study found

https://news.osu.edu/a-million-word-gap-for-children-who-arent-read-to-at-home/?fbclid=IwAR1VG8urNF4NH3rivy_rxrKd3BipSqpBFS83Jxu8GTRhxHutu-7QIQ9o_L3E



Million Word Gap Tip

What Is Important In Shared Reading

- Maximize interaction and engagement
- Encourage interaction and support
- Students lead the interaction
- Lots of **discussion** on every page

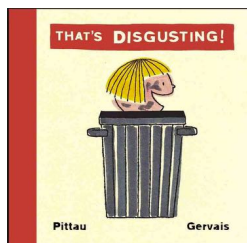
Props: A PURPOSE for Listening



www.funfelt.com

Sample Predictable Book for Older Students

- **That's Disgusting!**
 - Predictable
 - Repeated line
 - Includes some core words
 - THAT EAT DRINK IN





TAR HEEL READER: GET A BOOK-NOW!

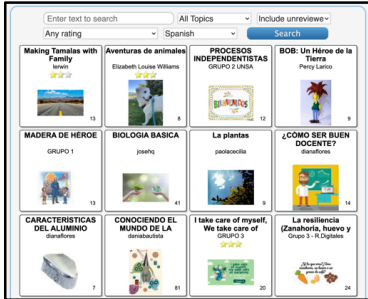
from University Of North Carolina, Chapel Hill

- Developed by Gary Bishop & Karen Erickson
- Free resource for easy, easy, easy books
- Appropriate for beginning readers, especially those who are older

www.tarheelreader.org

Tarheel Reader

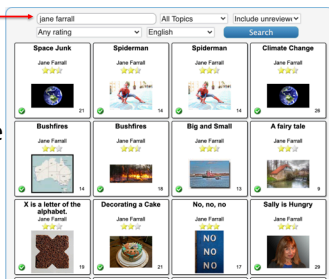
- Thousands of Books – Many in SPANISH
- For emergent and beginning readers



<https://tarheelreader.org/>

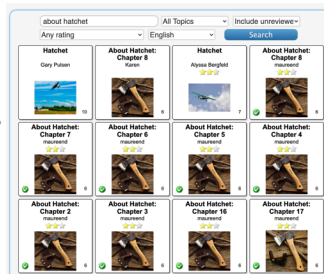
Some Great Authors

- Jane Farrall
- Reed A Booke
- Deanna Wagner
- Caroline Musselwhite
- DLM
- Maurend



“Short” Versions of Classics

- Hatchet
- Birchbark House
- Anne of Green Gables
- Tuck Everlasting
- Shiloh
- Little Women



Look for maurend or BWL

What Books Are Best?

- Able to 'takes students someplace' conceptually
 - Hopefully you will read it multiple times!



Shared reading is not about controlled texts or decodable reading. It's about engagement and interaction!

Supporting Receptive Language

- Helps students grow **vocabulary**
- This is a key issue for students who are not speaking AND not reading independently
- **But remember to have a good language match**



"They roared their terrible roars. They gnashed their terrible teeth."

What Books Are Best?

Think About YOUR Students!

- For students with visual impairments or CVI, consider that the meaning might be in the **graphics** rather than the **words**



(Shared Reading: Self Directed Learning Module)
<http://dynamiclearningmaps.com/>

CVI Supports: Tar Heel Reader
 Talk to your Teacher of the Visually Impaired about appropriate color choices!

CVI Supports: Tar Heel Reader
 How to do this in Tar Heel Reader

Click on the gear
 Choose 'Colors'
 Pick the page color
 Pick the text color

Can only do this on the title page

CVI Supports: Tar Heel Reader
 Download as a PowerPoint to make more changes

Click on the gear
 Choose 'Download'

Download as a PowerPoint

SUMMARY

Wide Reading

(Lots of Different Books):

- helps build vocabulary
- helps build knowledge about the world

Repeated Reading

(Same book, Many Times)

- helps build print awareness
- helps children use language to retell stories
- helps children take ownership!

Support AAC Systems

- Plan ahead for words/phrases you might model
- Make sure you know where the words/phrases are on AAC systems
- Think about the supports you will need
- **Remember – for individuals who are early gestalt language processors, you will want to model gestalts!**

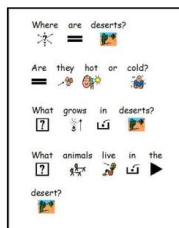
Do NOT Add A Symbol to Every Word

Rebus studies: 50s

If you add a symbol . . .

Students look at it, not the word

Adding symbols make the text cluttered.



Don't be an over-symbolator!

**Symbols are for
communication**

**Text is for
literacy!**

Big Idea: More Is MORE!!



Slide from Maureen Nevers, 2015

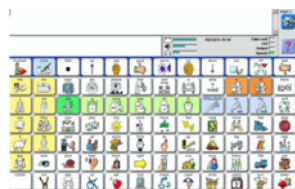
www.angelman.org

ASF Webinar # 2 – Does Your App Measure Up?

**Implementation: Light Tech
Communication Systems**



Word Power backup



Words for Life backup

Where to Find Light Tech Communication Systems?



<https://aacgirls.blogspot.com/2018/02/paper-based-aac-flipbooks-when-how-why.html>

Core Board with Pull-Offs





STRIVE FOR FIVE Quick & Easy!

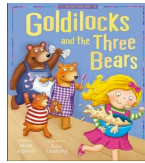
- **5 words/ phrases/ sentences you can model for this activity (e.g., shared reading)**
 - Think about core words ('all day words')!
 - Only one noun, please!
 - Include gestalts for gestalt language processors
- **Give 5 opportunities for students to jump in**
 - Open ended questions
 - Sentence starters
 - Expectant pause
- **At least 5 seconds**
 - Count Mississippi

I Do: Strive for 5!

- Here are some words/
phrases we might model:

- UH-OH, ALLGONE, NOT LIKE,
NOT GOOD, WHAT, EAT,
SLEEP, DIFFERENT

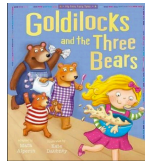
- LOOK AT THAT! UH-OH, IT'S
NOT GOOD! YAY! THAT IS
GREAT!



• Goldilocks and the 3 Bears

I Do: Strive for 5!

5 words To Model



• Goldilocks and the 3 Bears

Remember!!

It's not about bears and chairs!

Homework: YOU Do: Strive for 5!

5 words to model

- Pick a book
- Think about 5 words to model
- Mostly CORE WORDS!
- Remember – look on the 'home page' of the AAC system!

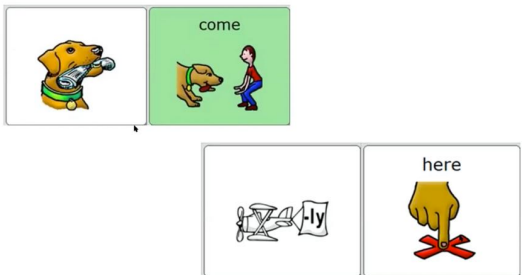


Strive for 5: Visual Supports

named CJ. CJ goes on a ride with his Grandmother. They are riding the bus to a soup kitchen. This book is about the things that CJ sees and feels on his trip. So it's important for us to know what CJ sees and feels on his trip.



Strive for 5: Visual Supports Plan Ahead



Supporting caregivers, etc. in FINDING words

Strive for 5: Visual Supports Plan Ahead: Feelings



Supporting caregivers, etc. in FINDING words

Implementing Strive For 5

- **SLP Support!**
 - They can help pick 5 words; make visual supports
- **Practice Before – very quick!**
 - Show models BEFORE story
- **Model During**
 - Teacher, SLP, caregiver model the 5 words
- **TA Support!**
 - Teacher, SLP, caregiver model the 5 words
 - TAs keep data!

Follow the CAR!

- Research supported strategy
- Read the text . . . **Pause for student comments.**
- **Comment** on the text / what the student is doing (oh YUCK!; or Ohhh, a dinosaur!
 - wait at least 5 seconds
- **Ask** for participation (Wonder how SHE FEELS; Wonder WHAT will happen?)
 - wait at least 5 seconds
- **Respond** by adding more (DON'T LIKE!)

CAR strategy (Notari-Syverson, Maddox, and Cole, 1999)

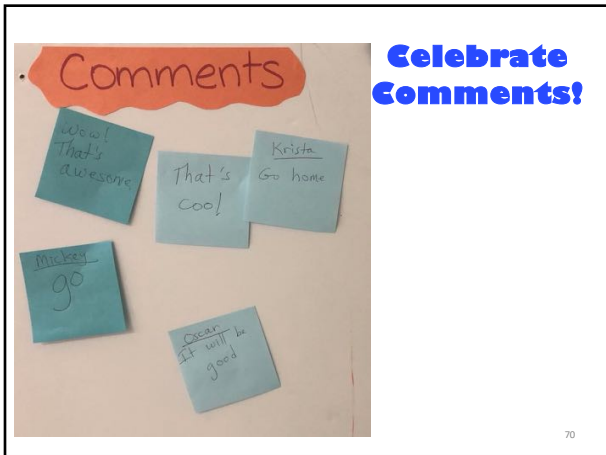
Uh-oh, I think wheeling peed.

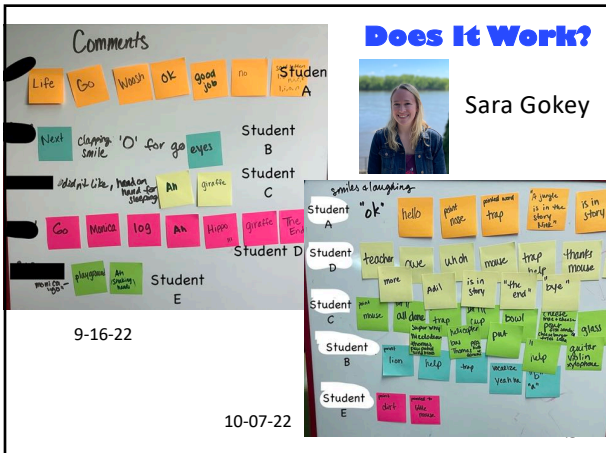
Watch out for the wheeling menace.

Practice

Wheeling
Reed A. Booke
Tarheel Reader

- Start reading and pause for comments
- Adults jumped in <http://aacgirls.blogspot.com/2016/09/book-reaction-wheeling-by-reed-booke.html>





Commenting: Practice Book!

Use this to practice commenting with:

- teachers & SLPs
- paras
- students!

Search for Krista H

Comments Are Cool - AAC Fun
 Krista H and Caroline M

★ ★ ★

27

<https://tarheelreader.org/2022/06/05/comments-are-cool-a-a-c-fun/>

Commenting: Customize!

Use this to start a discussion about customizing comments with:

- teachers & SLPs
- paras
- students
- peers!



Search for Krista H

<https://tarheelreader.org/2022/06/10/customize-your-comments-aac-fun/>

Comments: Making Links

- **Text to Self** – connect to personal experiences
 - “Pizza – YOU LIKE that!”
 - “He’s going to the zoo. WE went there! YOU LOOKed at the jaguar!”
- **Text to World** - share new information and new vocabulary
 - “LOOK. THAT whale is so BIG!”
 - “A whale is NOT a fish”
- **Text to Text** - connect with other books
 - “Hey, remember, WE READ another book about a dog. Clifford is that BIG RED dog!”

Sample Goals for Shared Reading

(Modified from the Center for Literacy and Disability Studies website)

- **During shared reading, student will use their communication system to comment with <insert level of prompt>, on 3 out of 5 days.**
- Sample comments:
 - GOOD; LIKE THAT; THAT GOOD; NOT GOOD; DON’T LIKE
 - UH-OH! YIKES; BUMMER; COOL
 - COOL; AWESOME; FUNNY

Attribute Meaning to All Multi-Modal Responses

- Ex: Child smiles, looks, touches, shakes head, laughs
- A natural response to neurotypical children
- Teaches student to be less random. Builds cognitive understandings over time.
- Sends message of competence and high expectations

Adapted from Slide from Dr. Gretchen Hanser

Why Attribute Meaning?

- Teaches student to be less random
- Builds cognitive understandings over time
- Builds trust

“... Even the attempts at understanding are enormously satisfying to our kids. They know that we take them seriously as communicators, and will keep trying to understand them better.”
Marge Blanc, 2005

Attribute Meaning to AAC

Game: No Smiles, and I'm Making Smiles!

WHAT: When a student is exploring a concept and does not appear to be understanding, the teacher can use "Smiles" and "No Smiles" to help the student explore the concept. This is a natural response to neurotypical children, but it is not a natural response for children with AAC.

WHY ATTRIBUTE MEANING: This is a natural response to neurotypical children, but it is not a natural response for children with AAC. A partner's response of confidence and encouragement can help the student explore the concept.

HOW TO SUPPORT BY ATTRIBUTING MEANING: Set context by providing a picture, object, or action. Use a picture, object, or action to set the context. Use a picture, object, or action to set the context. Use a picture, object, or action to set the context.

PLAY: MAKE YOUR MEANING! Use a picture, object, or action to set the context. Use a picture, object, or action to set the context. Use a picture, object, or action to set the context.

GAME: Set Context → Student Explores → Partner Attributes Meaning

www.aacintervention.com

2018 – Tip # 2

HOMEWORK – Attribute Meaning

About Hatchet:
Chapter 1
maureend

★★★

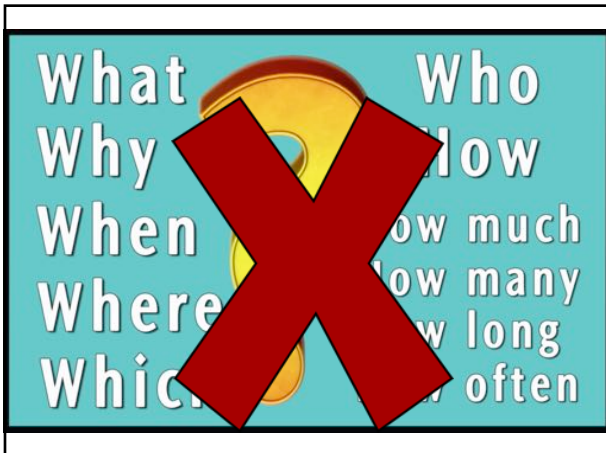
6

- find a good book.
- Have a partner find a word from the home page of an AAC device
- You have to try to make a connection!

Follow the CAR!

- Research supported strategy
- Read the text . . . **wait at least 5 seconds**
- **Comment** on the text / what the student is doing (oh YUCK!; or LOOK, a dinosaur!)
 - **wait at least 5 seconds**
- **Ask** for participation (Wonder how SHE FEELS; Wonder WHAT will happen?)
 - **wait at least 5 seconds**
- **Respond** by adding more (DON'T LIKE!)

CAR strategy (Notari-Syverson, Maddox, and Cole, 1999)



About Asking for Participation . . .



For students with apraxia, I use mostly:

- **WH Questions in Wonder Format** – Wonder what animal is hiding. Wonder what will happen next.
- **Sentence Completion:** Oh man. I think she feels _____; I bet he's going to _____
- I do NOT use right / wrong questions

81

CAR - Try It!



Divide into groups. Each group will have a book, a 'teacher', a 'para', and three 'students.'

Teachers and paras, please:

- **Comment** on the text / what the student says or does.
 - wait at least 5 seconds
- **Ask** for participation
 - wait at least 5 seconds
- **Respond** by adding more

CAR strategy (Notari-Syverson, Maddox, and Cole, 1999)

Down with demands



Caroline Musselwhite
Pinterest
AAC & Literacy Quotes

Up with invitations



<http://aacgirls.blogspot.com/2015/11/down-with-demands-up-with-invitations.html>

Caroline Ramsey Musselwhite

Super Story Retelling



Story retelling means that **partners use core words on an AAC system to retell a story**. This provides a powerful model of using targeted words for the clear purpose of summarizing the key ideas.

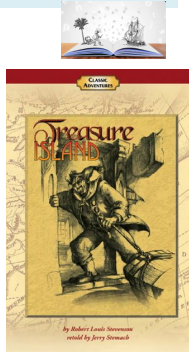


Note: I have observed that words I model during story retelling or wordless video retelling show up in the language of students after several models!!

Super Story Retelling

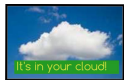
Sample – Using Any Core Words

Story Retelling: Chapter 9V
 46: IS HE A NEW PIRATE (ONE)?
 47: HE WILL NOT DO IT.
 THE SHIP IS NOT THERE.
 48: YOU ARE GOOD!
 HE IS NOT GOOD.
 49: THAT IS SCARY.
 WE KNOW WHERE TO GO.



Remember: Have FUN!

- Ex: Tommy's Day at the Dog Park by Patty Ashby



Tommy's Day at the Dog Park

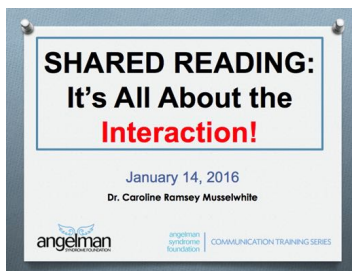


By Shabby Ashby
MNS, CCC-SLP

Look for:

- Opps for commenting
- Possible Questions
- Core words to model

Watch Shared Reading Webinar



Go to: www.angelman.org
 Click on Communication Training Series
 Find Webinar # 23, Shared Reading

Why Write Together??

- Writing is **integrally linked to reading**
- Allows for multiple **modeling opportunities**
 - Seeing peers use **AAC devices**
 - Seeing **use of print** being modeled
- Makes writing **less overwhelming**
- Can be a meaningful, **interactive** activity around print
- Results in a concrete product = **data**

Adapted from slide by Dr. Gretchen Hanser

9

1

Typical early writers

Words I understand

Words I can speak

Words I can write and spell

Slide from Erin Sheldon

Students with complex communication needs

Words I understand

Words I know in my AAC

Slide from Erin Sheldon

Modelled Writing: TO/FOR

- **Think aloud**
provide a model of how you think as you write
- **Make the incidental explicit**
Most students have seen others writing, typing or texting, but do they know HOW and WHY we write what we do?
(It is easier to observe writing form than function!)
- **Model the alternative pencils** that are accessible to the student

Modelled writing with AAC

- I need to write "Ms. Jackson". Her name is with the People folder, with other School People
- Hmm...I don't see the word "remember". I will say "We NEED the book". Books are under Things.
- I need to write Thank You. That is a Chat word.

Modelled Writing with Alternative Pencil

- I need to write "Ms. Jackson". I need an M for the /m/ sound.
- J-j-j, I hear a J and an K in Jackson
- We need the book. I hear a B in book
- Now I'll sign my name. M-S C

Shared writing: WITH

- Invite participation
- Brainstorm language BEFORE writing
- Function over form
Short-cuts that “look” good on paper may erode the value of the instruction
- Provide a scaffold
Shared writing allows students to experience success writing a coherent message before they can compose a message independently

Slide from Erin Sheldon

Why Poetry?

- Even very short poems can be powerful. This is an important feature for struggling writers, who may have difficulty with output.
- Poems are an excellent medium for expressing the self. They can also be highly cathartic.
- Poetry can assist in generalization of skills learned in the classroom (e.g., summarizing a topic via a shape poem), speech & language therapy (e.g., practicing descriptors) and occupational therapy (e.g., using the alphabet creatively).
- Poetry is an excellent opportunity for peer interaction, creating group poems, and discussing poems created by individuals.

List Poems

FEATURES:

Very simple
Great for ‘writing to talk’

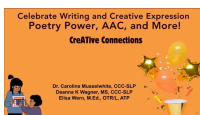
FOCUS ON:

- Locations
- Verbs
- Nouns
- Adjectives

Add A Word Poem

bear
 scary bear
 scary big bear
 scary big loud bear

Celebrate Creativity!



Short Pieces 'Sound' Great! Reward That Hard Work!

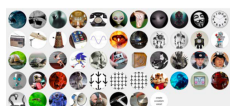
AutoRap



Voice Changer Plus App



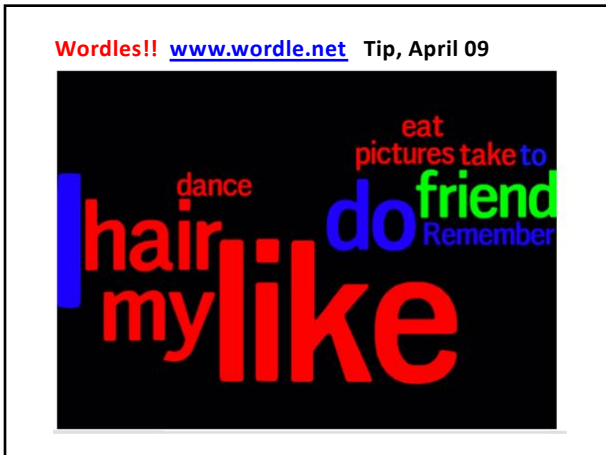
Voice Changer Online

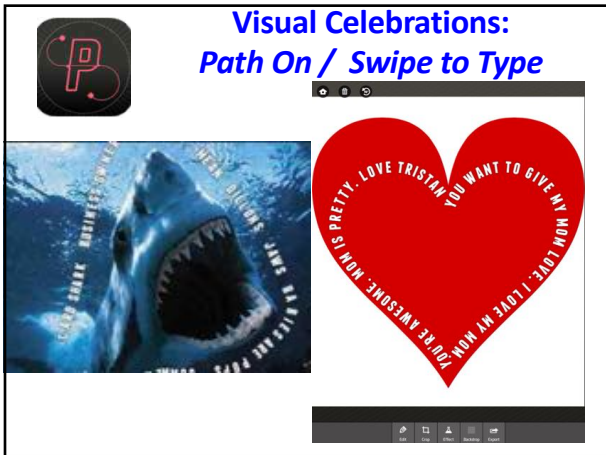


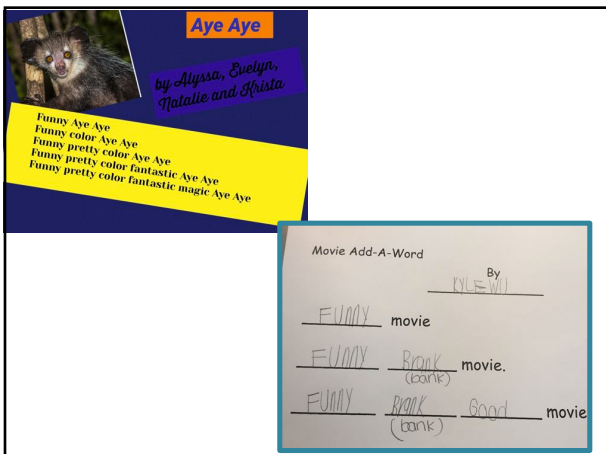
Others??


-
-
-

<https://voicechanger.io/>










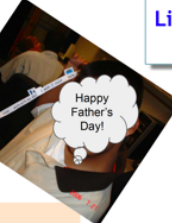


Path On Swipe to Type

- Make a shape or a swirl
- Then type!



Celebrate Writing - Scrolls

Light Tech Celebration - Spool Scroll

Mini Example: We wrote 'wish poems at a summer 'Writers Workshop Summer Day Camp.' This poem was celebrated by making a spool scroll.

Fast forward about 5 years. Jesus was one of the models for the book, *Learn to Work* (Muselwhite & Richardson, 2009). We had a pizza party to celebrate the book publication. Jesus's Dad asked if I remembered the poem he had written, and told me that every year on Father's Day they unroll the scroll and read it again!

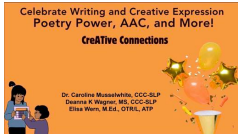
Celebrate: Spool Scroll
We used the "Spool Scroll" idea from Haab (2007, pp. 34 - 35) to publish this poem. We printed it, then taped each line together, wrapped it around an empty spool, and tied a ribbon on it.

Celebration Tool: Spools are a great idea – If you don't have enough, cut up toilet paper rolls!

Scrolls Make It

Get:

- 3 strips of paper
- 1/3 toilet paper roll
- Ribbon – about 12"



Do:

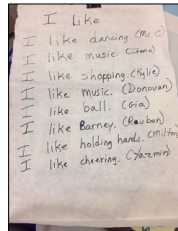
- Tape the strips together, lengthwise
- Wrap them around the roll
- Tie ribbon around it

Predictable Chart Writing

Predictable Chart Writing

5-Day Process: Starts by making a chart and ends with a predictable book

- **Day 1: Write the Chart**
- Generate ideas, Concepts about print
- **Day 2: Reread/work with Chart**
- Sound awareness, Concept of word/sentence, left to right
- **Day 3: Work with Cutup Sentence Strips**
- Syntax, Sound awareness, Listen for meaning
- **Day 4: Be the Sentence**
- Syntax, Concept of first, next, last, Listen for meaning
- **Day 5: Make the Book!**
- Being an author, Syntax, Listen for meaning



Students Must Have a Way to Communicate During ALL Lessons

- Student's AAC device - use core vocabulary and existing symbols - don't make new pages!
- Paper based displays or boards
- Individual symbols on choice boards
- If you have nothing--write choices on post it notes!

Start with AAC

- **Core words:** Home page, pragmatic functions
I, like, want, not, help, it, more, different
- **Form a message:** I like...
Model what YOU like for your sentence
- **Pick a theme:** Categories
Think-aloud as you select categories or navigate the system

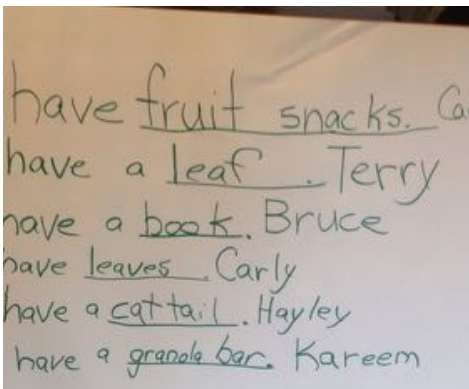
Connect to Topics: Make A 'Stem'

A 'stem' is a sentence starter. It should be 2 – 4 high frequency words.

- Desert:** It is wet, hot, green
- Ferdinand Magellan:** He was brave, scared, strong, smart, ???
- Earthquakes:** ??
- Planets:** ??
- Picasso??**
- Paella??**
- Iberian Lynx??**

113

Step 1: Write the Chart: I Have



I Am

I am helpful. (Miss Caroline)

I am tired. (Kris)

I am friendly. (Jen)

I am thankful. (Michelle)

I am okay. (Alyssa)

I am silly. (Strawberry)

DAY 1 GOALS:

- Generate ideas
- Share with class
- Put them on paper
- Model writing

1
1
6

Let's Talk

- How would you do this with your students who use AAC?

iPad

game

drawing

something different

Wipe Off PostIt™ Choice Pages

WHAT ARE THEY? Students use Post-it® with Wipe Off™ markers during the day, or when the opportunity arises. They can be used to create choice pages for students who use AAC. They can be used to create choice pages for students who use AAC. They can be used to create choice pages for students who use AAC. They can be used to create choice pages for students who use AAC.

HOW TO MAKE THEM: These quick choice pages are for all students who don't have sufficient expressive language to talk or participate in the same choices of life. They can help to all settings but especially in these inclusive classrooms. They partner with AAC devices, communication boards, or other devices used by students who use AAC. They can be used to create choice pages for students who use AAC.

HOW TO SHARE THE PAGES: Students can use the pages to make choices. They can be used to create choice pages for students who use AAC. They can be used to create choice pages for students who use AAC. They can be used to create choice pages for students who use AAC.

WAYS TO USE THE PAGES: Students can use the pages to make choices. They can be used to create choice pages for students who use AAC. They can be used to create choice pages for students who use AAC. They can be used to create choice pages for students who use AAC.

Michelle Davis, Teacher, Independence, Kansas, ©2012, 2014
Dr. Caroline Muselwhite, Sp. Ed., ©2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023

Step 2: Reread the Chart:

Good Dreams

I dream about my cat. (Miss C)

I dream about my future. (Krista)

I dream about a field trip. (Luke)

I dream about my family. (Kimia)

I dream about Harley. (Finn)

Step 2: Reread the Chart - Touch Read

- Reread chart as a group
- Give students turn to be the “pointer”
- Analyze chart for 2-3 key elements
 - Students work on their communication

Step 2: Ideas for Elements to Highlight in Chart

- Circle all of the words that start with <letter>
- Find words that end in <letter> or <word family>
- Find people’s names
- Count the number of words in each sentence
- Find words that have 3 letters
- Find words that have capital letters



Tips & Strategies

- Adults do “think out louds”
- Make sure students can clearly see the chart
- Read/sign each student’s sentence as you write
- Emphasize students’ “inner voice.”
- Occasionally stop and reread/sign chart

STEP 2 GOALS:

- Support phonemic awareness
- Work on print tracking
- Develop ‘inner voice’

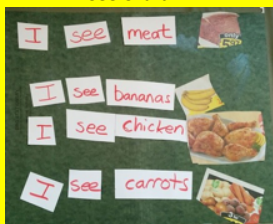
1
2
2

Step 3: Cutup Sentence Strips

I Like Chart



I See Chart



****Cut apart sentences!**
****Very POWERFUL way to teach concept of a word!**
Switch Adapted Scissors from Ablenet

Step 3 Materials
Work with Sentence Strips

- 2 sentence strips for each student with their sentence on them
- Eye Gaze Frame
- Choice boards

I like cats.



Step 3 : Work with
Sentence Strips

- Reread whole chart (can clap, chant, rap)
 - Emphasize inner voice, concepts about print
- Give out sentence strips to each student
- Students reread their sentence strips
- Students cut up one of their sentences
 - Can do in group or individually
 - Students can use switch adapted scissors
- Students work with individual words to make their sentence



Step 3 : Tips & Tricks



Switch operated scissors are THE BOMB!



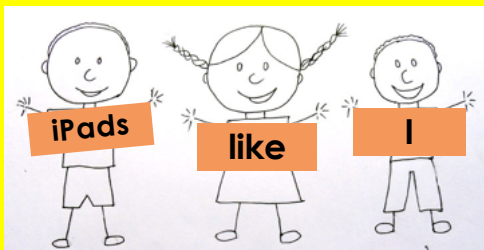
For students who can't use their hands, or need words to be more visual, consider using Google Slides, PowerPoint, or Keynote

STEP 3 GOALS:

- Explore syntax
- Learn importance of word order
- Identify words from sentences

1
2
7

Step 4: Be the Sentence!



Step 4: Play Be the Sentence

- Opportunity to focus on syntax and meaning
 - Read the sentence that students have made
 - Does it sound right?
 - As students are moved, continue to reread how the sentence sounds
 - Let students make mistakes!
- **Each student can have single message device recorded with their word to share with group

STEP 4 GOALS:

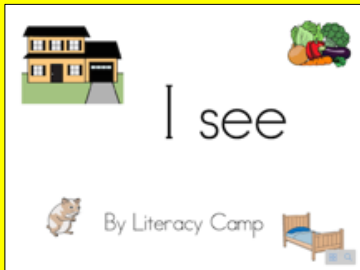
- Listening for words
- Concept of 'first'
- Importance of word order
- Visualizing left to right

Sample Aligned Standards
 Complete sentences
 Left to right

1
3
0

Step 5: Make the Book

Make sure the book is accessible!



Apps for Writing Your Own Books

• Book Creator, \$4.99



• Pictello, \$18.99



• Click n' Talk \$2.99



Don't Forget Slideshows!



PowerPoint



Google Slides

DAY 5 GOALS:

- Developing reading materials
- Materials at students level, on topics that interest them

1
3
3

Predictable Chart Book: the book that keeps on giving!

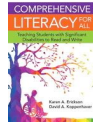
- Add to the book over time with more students
- Ask family to contribute more pages
- Read the book during shared and independent reading
- Ask classmates to read the book using AAC
- Create a digital version in Pictello for more repetition
- Narrate with silly voices
- Have classmates narrate or act out their pages

Writing with the Full Alphabet

135

What Is Emergent Writing?

“Emergent writing can be thought of as the explorations, experiments, and inventions of learners who do not yet fully understand all of the conventions that make written communication possible because of their inexperience with print generally and writing tools specifically, as well as their individual differences.”



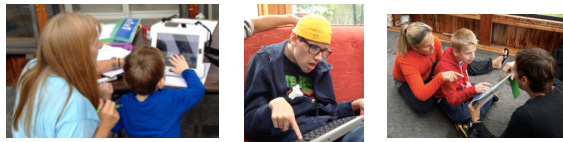
Chapter 5

Erickson & Koppenhaver, 2020, p. 63

What Prerequisites Are There to Emergent Writing??

- Something to write with, and
- Something to write on

Erickson, Koppenhaver, & Cunningham, 2017

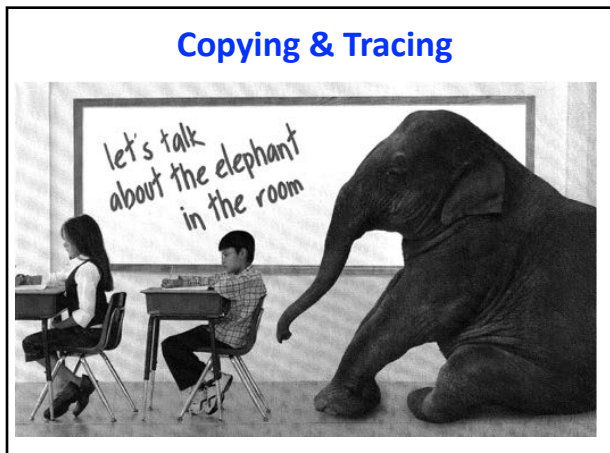


“Writing challenges students to think about print.”



From: International Reading Association & National Association for Education of Young Children, 1998





What is NOT Standards-Based or Evidence-Based?

The diagram lists five categories of writing activities that are not standards-based or evidence-based: Worksheets (red box), Isolated Work on Handwriting (green box), Isolated Journaling or Open-Ended Writing (purple box), Symbol Writing (blue box), and Copying & Tracing (orange box).

Slide from Dr. Janet Sturm, DJI Webinar, 11-10-16

Important Concepts of Emergent Writing

(Hanser, 2010)

- Squiggles can be “read”- not the picture
- Squiggles have a purpose
- Squiggles are for sharing information and ideas
- You can express what is inside your head
- Something happens when you write
- Concept of a pencil - what it is and how it works
- People write for LOTS of different reasons
- It’s More than Letter Identification

Writing: Adapted Bridge



Foundations of Writing								
Draw/write (motor item)	Explores writing tools and materials including smoothing and touching	Uses writing/ drawing tools with beginning purpose	Uses writing/ drawing with greater purpose	Generates a variety of shapes in drawings, lines, circles, etc.	Makes controlled marks showing left-to-right directionality	Writing looks different from drawing, marks only in areas designated for text	Generates disconnected scribble with letter-like forms & recognizable letters	Writes and self-identifies some letters
Use print (cognitive/linguistic item)	Explores accessible keyboards or letter boards to generate strings of random letters and characters	Selects letters with greater intentionality, such as groupings generating strings of the same letter	Generates letters in word-like groupings with attention to spacing	Regularly generates text, may use word predictions some of the time	Generates letters to label photos or drawings	Generates letters to “write” a letter, create a message, make a list	Selects letters, and words, with some connection to photo, list, message, or story	Generates many words (some recognizable) to tell a story, create a message, make a list
Use symbolic language (AAC) to generate print	Observes symbol use modeled by communication partners	With scaffolding support, selects a symbol to make a choice	With scaffolding support, selects a symbol to make a comment to label or caption a photo	With scaffolding support, selects a symbol to describe a character or object	Uses AAC to logically complete an unfinished sentence or fill in a word.	Uses AAC to identify an audience and a purpose, such as to write message, make list	Uses AAC to logically respond to text, such as describing a character	Uses AAC systems to generate a simple story, create a message, make a list





Help is on the way!
Get an “**Alternative**” Pencil!





Direct Select Alternative Pencils

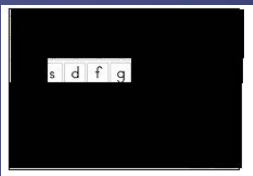


1	2	3	4	5	6	7	8	9	0	?
q	w	e	r	t	y	u	i	o	p	
a	s	d	f	g	h	j	k	l		
z	x	c	v	b	n	m	.	?		

A	B	C	D		
E	F	G	H		
I	J	K	L	M	N
O	P	Q	R	S	T
U	V	W	X	Y	Z

Using Ocluders to Reduce Target

MAKER



Flipbooks

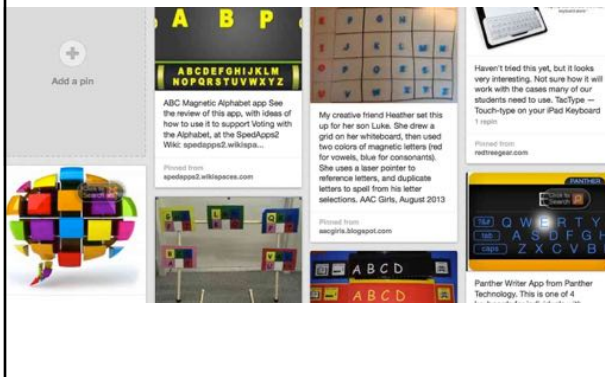


<https://www.med.unc.edu/healthsciences/clds/alternative-pencils/>

The Power of 26 !

*Using the **alphabet** is the one way that students can express **ANYTHING** they want!*

Pinterest: Accessing the Alphabet



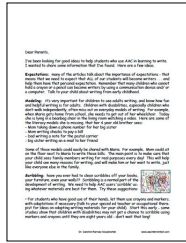
MODEL, MODEL, MODEL

- Identify 4 times during day to model pencil
- 2 minutes or less!
- Pick a student and write with their pencil
- Make a BIG deal about it and use think outlouds
- Write a word or a few letters



Encourage Everyone to Model Writing

- **Parents:** Model writing a list for the store
- **Teachers:** Model writing a note to a colleague
- **Para:** Model writing a quick note home



Dear Parents Letter
Tip, February, 2002
www.aacintervention.com

- **Use whatever pencil the student is using!!!**

Encourage Everyone to Model Writing

Model Alternative Pencils: At Home
Keep it Simple, Silly (KISS)

WHAT? Just as typical learners must be shown how to use crayons, markers, and pencils, learners with challenges must be shown how to use alternative pencils, such as sponges, rollers, and pencil sharpeners. Rollers, use gel adhesives and more.

WHY MODEL ALTERNATIVE PENCILS? Learners need to see other people modeling their alternative pencil to support:

- **UNDERSTANDING OF THE PURPOSE.** Many emergent writers won't get the purpose of an alternative pencil. Models can show them a range of reasons to use one.
- **UNDERSTANDING OF ACCESS ALTERNATION PENCILS.** Pencils, graphometers, crayons, or sponges can show how to use alternative pencils. This is especially important for individuals who are acquiring using partner-assisted training (e.g., **Be, Do, and Done!**). Partner modeling can show learners the power and joy of using alternative pencils.

WHO IS THIS FOR? This tip is for anyone with complex challenges, including intellectual, motor, and visual impairments (including cortical visual impairment – CVI).

HOW TO MODEL TO LEARNERS – Model Emergence your Model!

- **Model to Model.** When your child brings home a pencil of surface taped to an inch, or crayon or a marker, explain how, "We need to get this help. Let's go to the backyard on our table. Now, let's find the letters of our name... A X K E" (When-then-when-then-when-when-when)
- **Model to Model.** Let's say your family is sitting on what to watch on movie night. "Let's get some bread from the store. Oh, they are out of bread. That means we need to find the B to write Breads." "Should how to find to B in bread?"
- **Model to Model.** Dad and Owen are working together to make a meal. Owen is cutting the bread. "Let's get some bread from the store. Oh, they are out of bread. That means we need to find the B to write Breads." "Should how to find to B in bread?"

Model Alternative Pencils Homes
www.aacintervention.com

Model Alternative Pencils: In Schools
Keep it simple, silly!

WHAT? Just as typical learners must be shown how to use crayons, markers, and pencils, learners with challenges must be shown how to use alternative pencils, such as sponges, rollers, and pencil sharpeners. Rollers, use gel adhesives and more.

WHY MODEL ALTERNATIVE PENCILS? Learners need to see other people modeling their alternative pencil to support:

- **UNDERSTANDING OF THE PURPOSE.** Many emergent writers won't get the purpose of an alternative pencil. Models can show them a range of reasons to use one.
- **UNDERSTANDING OF ACCESS ALTERNATION PENCILS.** Pencils, graphometers, crayons, or sponges can show how to use alternative pencils. This is especially important for individuals who are acquiring using partner-assisted training (e.g., **Be, Do, and Done!**). Partner modeling can show learners the power and joy of using alternative pencils.

WHO IS THIS FOR? This tip is for anyone with complex challenges, including intellectual, motor, and visual impairments (including cortical visual impairment – CVI).

HOW TO MODEL TO LEARNERS – Model Emergence your Model!

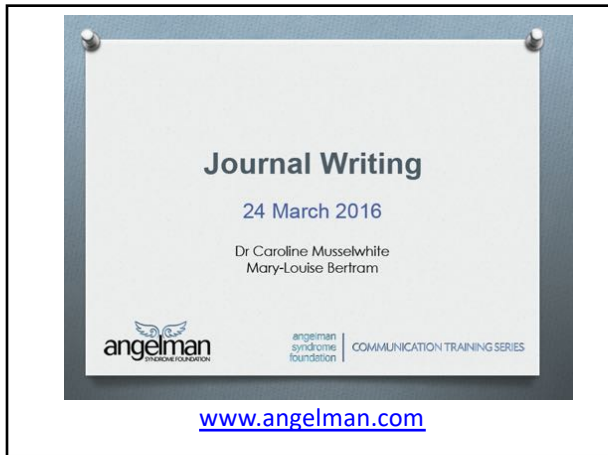
- **Model to Model.** When your child brings home a pencil of surface taped to an inch, or crayon or a marker, explain how, "We need to get this help. Let's go to the backyard on our table. Now, let's find the letters of our name... A X K E" (When-then-when-then-when-when-when)
- **Model to Model.** Let's say your family is sitting on what to watch on movie night. "Let's get some bread from the store. Oh, they are out of bread. That means we need to find the B to write Breads." "Should how to find to B in bread?"
- **Model to Model.** Dad and Owen are working together to make a meal. Owen is cutting the bread. "Let's get some bread from the store. Oh, they are out of bread. That means we need to find the B to write Breads." "Should how to find to B in bread?"

Model Alternative Pencils Schools
www.aacintervention.com

Form and Function in Writing

- **Form:** how writing looks and is created
- **Function:** the purposes of writing
- Form follows function in language development
- For students with significant disabilities focus is often on form due to motor difficulties
- **A primary focus on form may interfere with the development of understanding of function**
- Pick a pencil that has the least brainpower going to form.

Gretchen Hanser



Sample Emergent Writing Goal

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, student will choose a topic from his home/school log, photo journal, or other source, with (insert level of support), 4 out of 5 days.

From the Center for Literacy & Disability Studies,
www.med.unc.edu/ahs/clds
 Deaf-Blind Project Resources

**Emergent Writing:
 Before / During / After**

- **BEFORE:** Set a **purpose** for emergent writing, model, and talk about the topic using their AAC
-
- **DURING:** Give **reinforcement feedback**
- **AFTER:** Give **informative feedback**
 - Scaffolds learning
 - Helps students make connections to meaning

Musselwhite & Hanser, 2012

Writing with the Alphabet: Before

- **Set a PURPOSE for emergent writing**
 - Supports student in **topic-setting**
 - Gives us a **context** to make guesses about possible meaning
- **MODEL Writing**
 - Shows students what to do
 - This is part of the ‘teaching’

A Tip From Home: Remnant Books
Picking Personally Meaningful Topics

(Download Remnant Book Handout from CLDS Website)



From Jake & Elaine Palmer
North Carolina

Using Photos as Topic Ideas

- Light tech
- Talking Photo Album
- PowerPoint
- iPad apps (Book Creator, Pictello)



SonicPics* PhotoPad* Click n Talk Pictello

Sample Goal: Topic Setting

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will independently choose a topic from his home/school log, photo journal, or other source on 4 out of 5 days with decreasing levels of prompting.

From: Center for Literacy & Disability Studies website / Deaf Blind Resources

Emergent Writing: During

- **DURING:** Give **reinforcement feedback**
 - Helps students keep going
 - Helps students produce enough text for feedback
 - Be sparing!!!
 - We want to reduce prompt-dependency!!!

Emergent Writing: After

- **AFTER:** Give **informative feedback**
 - Scaffolds learning
 - Helps students make connections to meaning
 - This is the 2nd component of teaching!

Supporting Emergent Writers

- **PLAN A: Attribute Meaning to Student's Attempts**
 - We do this **naturally** for typically developing children
 - Gives **meaning** to students' random attempts to build their cognitive understanding of actions.
 - Not always as natural for children with significant disabilities. Focus may be on extinguishing the external behavior.
- **Make links between writing & student experiences**

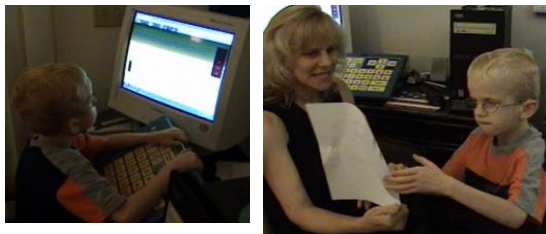
Adapted from Gretchen Hanser

Supporting Beginning "Scribblers"

- **PLAN B: Make Connections to What Students Know**
 - Pick a letter and we'll clap and chant it
 - Let's count how many ___'s you have
 - Pick a letter and let's find it in the room
 - Pick a letter and we'll find a name that starts with that letter
 - Pick a letter and we'll find (food / animal, etc) that starts with it
- **Make links between writing & student experiences**

Adapted from Gretchen Hanser

Matthew's Door Into Literacy... Through Writing



See: Center for Literacy and Disability Studies
Deaf-Blind Model Classroom
- Jake's Story - Matthew's Story

Matthew's Writing Progress

Date	Writing	Self-Selected Writing Topic
9/06	cupqke	Horseback riding on his favorite horse: Chuck.
11/06	foojpikiq	The current school unit: the human body.
1/07	printer internet email friend newspaper name p	An email to a favorite friend, Pete. Pete is a reporter at a newspaper!
3/07	let's not not fight mom beautiful beautiful m	No explanation needed!

<https://www.med.unc.edu/ahs/clds/projects/deaf-blind-model-classroom/matthews-story/>

Opportunities to Write EVERY Day

- Lists for a real purpose
- Letters / postcards / birthday cards to someone they pick
- Writing very easy books
- Creating fun gifts, and writing on them

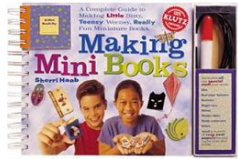
NOTE: Don't worry about spelling, punctuation, and grammar until AFTER they do the 'first draft'

Make A Bookmark for Mother's Day

Write On It!



Great Ideas for Process + Product



[Making Mini Books with Children](#)

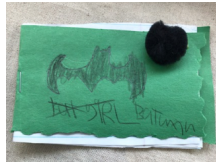


[Making Mini Books](#)

Mini Book Materials

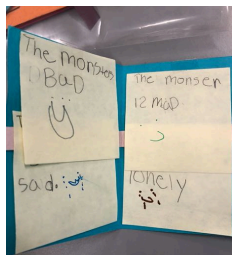


- Construction paper
- Postits
- Ribbon or yarn
- Stickers & Markers

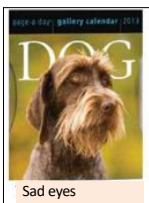


- REMEMBER:** Publishing is the **last** step:
Focus should be on **planning, drafting, etc.**
- Using the alphabet! (generative writing)
 - Composing ideas with AAC system

Make A 'Mini-Book'



Turn A Calendar Into A Book!



- Get a calendar
- Think of something to write on each page

Tip of the Month!
January, 2012

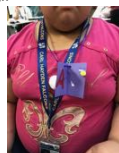
Necklace Books

- Student responses:
 - “Can we take these home?!”
 - “I can’t wait to show my Nana!”
 - “Look what I wrote!”




Necklace Books

- Teacher responses:
 - “A bunch of students came up to me to show me their books!”
 - “The students loved these, do you have any other book ideas that we could use?”



Nope, You Can't Make Me Go to the P.O.!

- Try *JibJab*: <https://www.jibjab.com/>
- Pick your card (CAUTION: pre-view!)
- Watch / talk about video
 - Ex: Cat-atastrophe
- Add photos
- **WRITE SOMETHING**
 - Use the **alphabet**
 - Use your **AAC system**
- Finish & Send!



Kick It Up!! Giving Support That WORKS!

Writing Supports Tip Sheet

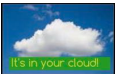
If Individual . . .	Staff Should . . .
Doesn't know most letters of the alphabet	Use the alphabet page with 4 letters showing
Knows most initial letters (Ex: knows that happy starts with 'h' and boat starts with 'b')	Help them find another letter in the word that's easy to hear (ex: person writes 'h' for happy; help them find the 'p' using the alphabet page)
Can write most words so you can figure them out	Encourage them to write a sentence
Can write a sentence.	Encourage them to write several sentences (describing the picture, talking about a character, etc)

Dr. Caroline Ramsey Muschelwhite 2019 www.aacintervention.com

Do's and Don'ts of Writing

Supporting all individuals to be better writers

Do's of Writing	Don'ts of Writing
<ul style="list-style-type: none"> Do understand that writing is communication and not every individual has the right to express themselves. Do remember that writing consists of a range of skills including ideas, language, spelling, and generating print – and that every individual needs to learn to apply all these skills. Do recognize that a comprehensive AAC system is an important tool for generating ideas and language. Do understand that writing both about being correct on the first attempt, but is a process of drafting. Do have a discussion about their writing with them after they have finished. Do encourage them to use the word 'ask' or 'help' whenever they can 'hear' when they ask for help with spelling. Do support the individual to find the easiest writing method to use. Do assist the individual to find a writing tool where they can generate print by independently selecting or writing letters from the whole alphabet. Do recognize that we all use different writing tools across the day including high technology options. Do understand that learning to develop increasingly complex ideas and language is part of developing as a writer. Do support students to write in a positive atmosphere, with recognizing that one best way for them to improve as a writer is by writing. It will get easier and better with practice. 	<ul style="list-style-type: none"> Don't think that writing is just about generating print. Don't believe that writing is just about one skill e.g. spelling. Don't generate ideas and language for the individual. Don't interrupt the student during writing with corrections and suggestions. Don't interrupt the student during writing with comments and suggestions. This fits in a repeat because it is important! Don't spell words for the student. Don't insist that the individual uses a writing tool that is so physically difficult that it makes it harder for them to develop as a writer e.g. handwriting. Don't physically intervene in writing production e.g. hand-over-hand. Don't insist on the individual only using one writing tool. Don't stop the individual learning to generate ideas and language by using tracing and copying. Don't talk about the individual writing negatively or stop writing with an individual because it is difficult.

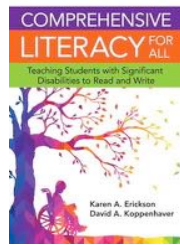


Self-Directed Independent Reading

Research Overview

“Students who read widely in school . . . or out of school . . . become better readers.”

Erickson & Koppenhaver, 2020, p. 120



Chapter 8

Motivation Is Crucial

- Intrinsic
- Extrinsic

‘Intrinsic motivation results in students who choose to read more during free time at school or at home, whereas extrinsic motivation has the opposite effect.’

*Becker, McElvany, & Kortenbruck, 2010
Cited in Erickson & Koppenhaver, p. 120*

Independent Reading

What is it?

- Students choose a book & explores independently
- Doesn't require that students read words

Goals

- Learn about purposes of reading & that it is enjoyable
- Develop sense of self as a reader
- Builds concepts about print
- Expose to a variety of genres
- Builds vocabulary and background knowledge

Did you know . . .

'good' 1st grade teachers have more than 1500 books in their classroom libraries!

So What??



Allington, R. (2011). *What really matters for struggling readers* (3rd Ed.) Boston, MA: Pearson.

Reading Materials

Erickson & Koppenhaver (2020) suggest:

Use the term 'reading materials' rather than books. Show that we value **all** reading materials, including magazines, directions, comic books, and others.

What other types of reading materials would YOUR students enjoy?

Include Some Easier Materials

Erickson & Koppenhaver (2020) caution us:

“A text has no use if a child will not read it. The same thing holds true if a child cannot read it.” (p. 124)

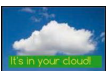
This should be a litmus test for thinking about our collection!!

Wipe-Off Board

- Idea from Kevin Arnold
- Quick choicemaking
- Makes print meaningful

www.aacintervention.com

2016 – Tip # 3



Wipe Off PostIt™ Choice Pages

WHAT AND WHY: Students are faced with many choices during the day, at school, in the community, and at home. These wipe-off pages offer quick print choices, that can be changed across multiple activities. Two important features:

- 1) Because they use a black background and colored PostIt™ notes, they may be helpful for students with cortical visual impairment. In addition, they clearly show that each choice is separate.
- 2) Partners write a choice, then read it off. Even for non-readers this can be helpful in 'making print meaningful.'

WHO IS THIS FOR: These quick choice pages are for all students who don't have sufficient expressive language to fully participate in the many choices of life. They can help in all settings, but especially in busy inclusive classrooms. Peer partners, aides, therapists, or teachers can quickly write on these choice pages, then wipe off responses to use again another day.

HOW TO MAKE THE PAGES

- Materials:**
- Black construction paper
 - Yellow PostIt™ notes (might use a contrasting color for 'something different')
 - Non-glare page protector or Laminite
 - Wipe-off marker in dark color
- Construction:** Glue on the required # of PostIt™ (Fit 4 on one side, 6 on the other) Laminite or place in the page protector. **STAYC USING IT!**



Name Chart: Many classrooms use a name song or name chart. I like the one that focuses on phonemic awareness (Tap your name, tap your name, stretch it till it's long. Spell your name, tell your name you're like a cheer.) During the "Tap your name" students get choice boards with 2, 4, 6, or 8 names, and they try to find the name that was called out.



Info from Kevin, Teacher Extraordinaire, District 75, NYC DOE. Dr. Caroline Ramsey Muschelwhite, Tip # 3, 2016 www.aacintervention.com



Blank
Wipe-Off
Board

Choose the #
Of Targets

- 3, 4, 6

Write the names of 3 books
+ 'something different'

TAR HEEL READER: GET A BOOK-NOW!

from University Of North Carolina, Chapel Hill

- Developed by Gary Bishop & Karen Erickson
- Free resource for easy, easy, easy books
- Appropriate for beginning readers, especially those who are older
- Accessible via switches and Intellikeys
- Authoring tool for teachers

www.tarheelreader.org

Homework: Try This!

- Think of a topic your students like
- Go to www.tarheelreader.org
- Click on 'Find a Book'
- Hint: Include unreviewed

rollercoasters All Topics **Include unreviewed**
 Any rating English Search

- Search!

Save Your Faves! - Fun Favorites

<https://tarheelreader.org/favorites/?voice=silent&pageColor=000&textColor=#f0&page=1&favorites=193634,162484,160066,149193,145169,134191>

<https://tarheelreader.org/favorites/?voice=silent&pageColor=fff&textColor=000&page=1&favorites=185060,97101,84064,82622>

Tarheel Reader Favorites

Pick a topic

wrestling All Topics Include unreviewed

Any rating English Search

Look through the books, & Put hearts on them.

Go to the old well

Click 'favorites'

You'll get a set of books!

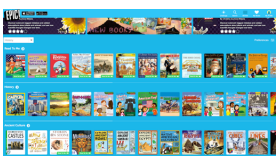
Save the url!

www.tarheelreader.org



Epic Books, Free for Educators! \$5/month for Others

- Has range of topics & genres
- Can set student preferences
- Switch accessible for page turning –use left & right arrows
- Has read aloud feature
 - Con: when read aloud is on - book goes by itself



Itty-Bitty Bios are Fantastic!



Include:

- Historical photos
- Interesting facts
- Engaging drawings
- Text-to-self connections

<https://www.getepic.com/app/read/76410>

Great Story App Sets

- Inexpensive or free
- Include a **bookshelf** for student choice
- Offer silent & readaloud options
- Animations & sound effects are okay, but may detract for some students



FarFaria: Read Along Kids Books

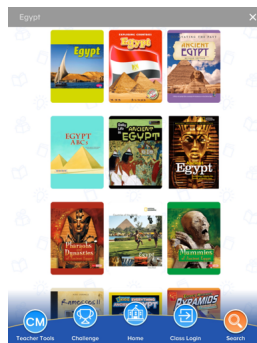
- Subscription
- But you can read one free book a day (from a choice of 3)
- Mostly younger students
- Some stories are engaging & respectful for older students





Reading IQ

- **FREE for teachers!!**
- Otherwise, subscription
- 5000 + Books!
- Includes National Geographic Kids Stories!
- ABC Mouse Library!



Oceanhouse Media

- Great kids books – singles & bundles

Oceanhouse Media: Smithsonian

SMITHSONIAN INSTITUTION APPS

Before / During / After

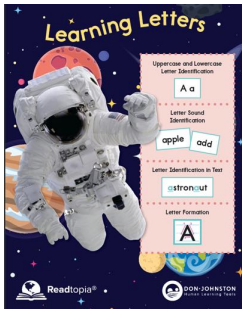
- During:**
 - Remember – leave kids alone to explore / read!
- After:**
 - Have an informal conversation about the books; Model: YOU LIKE THAT! THAT'S SAD; GOOD ONE; LOOKS SILLY; IT'S A GOOD ONE!
 - NO TESTING!!!
 - NO book reports!

Enhanced Alphabet Instruction

- Based on the research of Jones, Clark, & Reutel (2014)
- Explicit instruction includes:
 - Cycles of lessons, determined by order of alphabet instruction
 - Specific activities for each letter, supporting learning of letter name, sound, formation, and ID in text

See Erickson & Koppenhaver, 2020, pp. 36 - 40 202

Learning Letters Part of Readtopia®



- New!
- Very research based
- Very scripted
- 10 – 12 min per day
- Use w/ all RT units
- 5 cycles, 4 lesson types

203

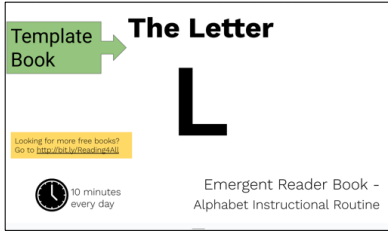


- 1 Uppercase and Lowercase Letter Identification
- 2 Letter Sound Identification
- 3 Letter Identification in Text
- 4 Letter Formation

4 Steps for Each Lesson

- Note: Step 4 =
- Model on alternative pencils

Learning Letters: My Google Slides Template



https://docs.google.com/presentation/d/1oEoFvJScBrTWtDeK27F8SVq1-jQhQIT_2-bgEdb1pt4/edit?usp=sharing

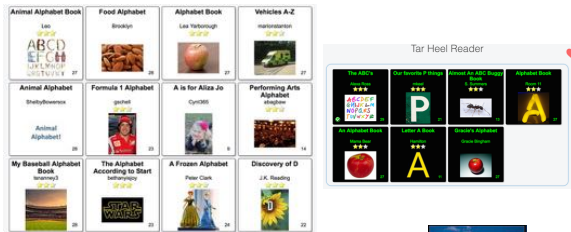
The Bridge: Alphabet Item

A DRAFT adapted/modified BRIDGE for students with complex needs
(Adapted by Erin Sheldon, M Ed, from The BRIDGE, an observational portfolio rating scale by Pierce, Summer, O'DeKirk, 2005)

Alphabet Knowledge								
Interact with and use letters of the alphabet	Explores and plays with alphabet materials	Enjoys alphabet materials of own favourite people, foods, items, activities	Knows that letters are different from pictures and shapes	Recognizes first letter in name (says, writes, points to)	Associates specific letters with specific people or items	Recognizes other letters in own and/or other's names	Identifies specific letters in own or other names	Identifies at least 10 letters

Adapted from *The Bridge*, Patsy Pierce, et al, 2008

Alphabet Books for Older Students on Tarheel Reader



Tip: www.aacintervention.com December, 2014

207

Play Alphabet & Phonological Awareness Games

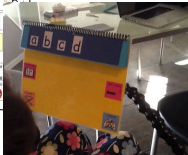
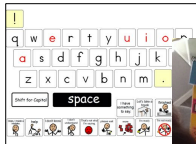
- Use Alternative Pencils!
- Play Fun Games
 - Alphabet Action Man
 - Name/ Word Chant
 - Words We Know
 - ‘Bingo’ Chant
 - Words We Know



Alphabet Action Man



- Student picks a letter using an alternative keyboard
- Someone picks an action starting with that letter
- 30 seconds of mayhem



Alphabet Action Man Game

Alphabet Action Man!

Love the DVD & CD - Make of FUN!!

WHAT ARE WE DOING? We play, practice with different activities, we build fluency through the use of the AAC device. We use the AAC device to pick a letter and then we play a game that starts with that letter.

WHY DO WE DO IT? This game is used for students who are learning the alphabet. It is a fun way to practice picking a letter and then playing a game that starts with that letter.

HOW TO PLAY IT:

1. Pick a letter on the AAC device.
2. Pick an action that starts with that letter.
3. Play a game that starts with that letter.

ALPHABET ACTION MAN!

1. Alphabet game on the AAC device! (see below)
2. Play a game that starts with that letter.

ALPHABET ACTION MAN!

1. Pick a letter on the AAC device.
2. Pick an action that starts with that letter.
3. Play a game that starts with that letter.

ALPHABET ACTION MAN!

© 2014 by Caroline Ramsey Muselwhite. All rights reserved.

Alphabet Action Man Tip

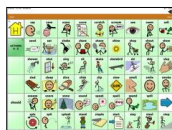
209

Picking Words for Alphabet Action Man: Use Devices!

- Explore devices in advance to pick words!
- Especially great for devices that use ‘Actions A – Z’
- Model, Model, Model!



Proloquo2Go Crescendo 6x10



TouchChat WordPower 60 Basic



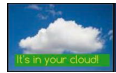
SuperCore 30 on Grid for iPad

Make It A Book – Use a Gif



Name Chant

clap	tap	stretch
spell	tell	cheer



Jessica

Randy	Tanisha	D'lia
Anne	Emmalina	Ramon

Name Chant Script

Student: Alexis is struggling with access. She's working with the OT & SLP to improve access

She's leading name chants for morning meeting:

- The next name starts with 'D'
- So, who is it? Natasha? Derek? Jesus?
- It's Derek!!! Let's chant for Derek!
- The next name has 3 beats . . .
- Is it Ann? Marcus? Natasha?
- It's Natasha!
- Let's chant for Natasha!

Visualize **THIS!**

PA:
LETTER
Level

- Old **function**
- New **form**

Great for little kids . . . but not age-respectful for older ones!

214

Younger learners: **MORE BINGO NAME SONGS** Animated PowerPoint Step-By-Steps

by Carol Goossens, Bloom, Teachers Pay Teachers

Click on sun to pick a different animal

There was a farmer had a **cow**

And **Bessy** was her name-o.

And **Bessy** was her name-o. ☆... (5)

B-I-N-G-O and Friends
Bessy

Click on sun to pick a different animal

There was a farmer had a **pig**

And **Porkey** was its name-o.

And **Porkey** was its name-o. ☆... (5)

B-I-N-G-O and Friends
Porkey

[Bloom Store Teachers Pay Teachers](#)

Name Rap

Lissy

L

i

s

s

y

215

Name & Vocab Bingo Tips

- B-I-N-G-O for names
- B-I-N-G-O for vocabulary



B-I-N-G-O Name Songs

WHAT ARE THEY? Most children learn the BINGO song ("There's a letter that starts with B, and B goes like the name of a boy...") in preschool. This song is a great way to introduce letter sounds and names. It can be adapted for children with AAC by using picture cards for the letters and names.

HOW TO USE: Sing the song with a partner. Use picture cards for the letters and names. Adapt the song to include AAC symbols.

WHERE TO FIND READY-MADE BINGO SONGS: Search for "Bingo Song" on YouTube or Google. Many websites offer printable versions of the song.

HOW TO CREATE BINGO SONGS: Use a word processor to create a version of the song. Use AAC symbols for the letters and names.

WHERE TO FIND READY-MADE BINGO SONGS: Search for "Bingo Song" on YouTube or Google. Many websites offer printable versions of the song.

HOW TO CREATE BINGO SONGS: Use a word processor to create a version of the song. Use AAC symbols for the letters and names.

B-I-N-G-O Raps

WHAT ARE THEY? Most children learn the BINGO song ("There's a letter that starts with B, and B goes like the name of a boy...") in preschool. This song is a great way to introduce letter sounds and names. It can be adapted for children with AAC by using picture cards for the letters and names.

HOW TO USE: Sing the song with a partner. Use picture cards for the letters and names. Adapt the song to include AAC symbols.

WHERE TO FIND READY-MADE BINGO RAPS: Search for "Bingo Rap" on YouTube or Google. Many websites offer printable versions of the rap.

HOW TO CREATE BINGO RAPS: Use a word processor to create a version of the rap. Use AAC symbols for the letters and names.

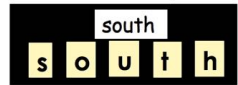
WHERE TO FIND READY-MADE BINGO RAPS: Search for "Bingo Rap" on YouTube or Google. Many websites offer printable versions of the rap.

HOW TO CREATE BINGO RAPS: Use a word processor to create a version of the rap. Use AAC symbols for the letters and names.

Bingo Raps For Older Student

Think About Your Themes

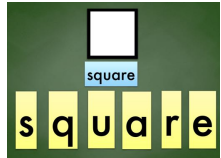
- Planets
- Civil War
- Specific Books / Characters



Civil War connection

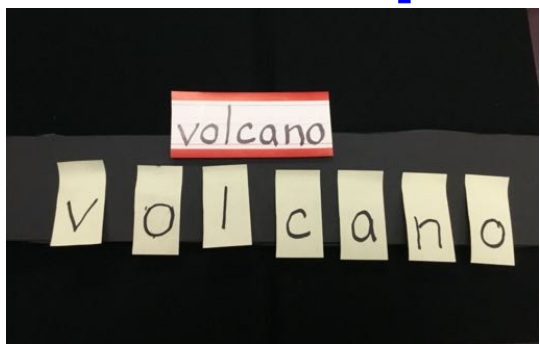
Connect to Literature

- Specific Books
- Characters



Math!

Theme Rap



Science / Reading Journey

**Find the Match:
Connect to Learning**

Reading Dr. Dolittle in Readtopia™:

Characters: Dr. Dolittle, Jip, Polynesia, Chee Chee.

• **Samples.**

Dandy Dr. Dimia,
Dr. Dolittle danced to _____

Perfect Pink Pummy,
Polynesia pounced on _____

Cheerful chum Chalec,
Chee Chee chomped on _____

Jolly jumping Jaddy,
Jip jogged to _____

Choices:
Kimia Mummy
Daddy Alec

223

Greetings



**Bingo, bongo, Bimia,
The buffalo bounced to _____.**

Luke

Kimia

Finn

224

Light Tech

**“Bingo, bongo, Bimia,
The buffalo bounced to _____.”**

Luke Kimia Finn



Buffalo on stick

225

There's A Tip for That!!

Phonemic Awareness
Sound Substitution
 (Muskelwhite, 2008)

Goal: To support the development of sound substitution, which requires listening to words, then substituting the initial sound to create a rhyming word (ex: Giggly giggly fishies, a gerilla sat on a hilltop)

Brief Phonemic Awareness Research Review:
 The National Reading Panel (2000, www.nationalreadingpanel.org) completed a meta-analysis of research that studied the effects of phonemic awareness (the ability to focus on and manipulate phonemes in spoken words). A brief summary of findings includes:
 • PA (phonemic awareness) training resulted in improvement in students' phonemic awareness, reading, and spelling following training.
 • effects of PA instruction lasted well beyond the end of training.
 • students of varying abilities improved both PA and reading as a result of PA training.
 • characteristics of PA training that were most effective included:
 a) explicitly and systematically teaching children to manipulate phonemes with letters
 b) focusing instruction on one or two types of phoneme manipulations rather than multiple types
 c) teaching students in small groups

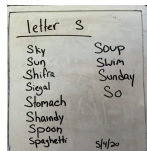
• Cautions regarding PA training include:
 a) PA training is NOT a complete reading program, but rather one component of a complete integrated reading program.
 b) there are many ways to teach PA effectively - teachers must select strategies most suited to the needs of their students.
 c) motivation of both students and teachers, while not extensively studied, is felt to be a critical factor for success.

www.aacintervention.com ©2008



Words We Know

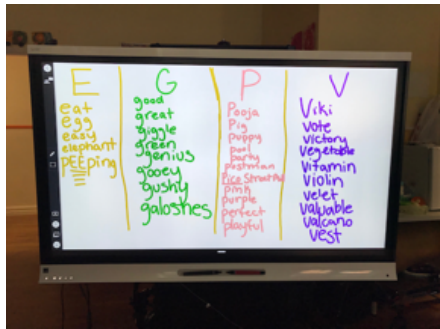
- Connecting the abstract to the familiar
 – Bringing the distant to the near
- Student generates one letter with alternative pencil
- Teacher writes out words the student knows that begins with that letter
 – Could be related to a theme
 – Could be made into a book



By Tova Horowitz, MS.Ed., Special Educator

Words We Know

From Viki Feldman, Special Educator
 International Academy of Hope, New York City



Words We Know a.k.a. My Words – Make A Book

Pictello

Words We Know a.k.a. My Words – Make A Book

TalkSuite
Using Photo Mode

Words We Know There's A Tip for That!

My Words

WHAT ARE MY WORDS? My Words is an activity that leads to a book that supports students in connecting known words to letters of the alphabet. **Check your:**

- a) Support students in identifying letters (alphabet knowledge)
- b) Ask comprehension questions about words in the stories
- c) Create portable meaningful books
- d) Re-read the book multiple times for deeper learning.

WHO IS THIS FOR? This is for students who are struggling with learning the letters of the alphabet, but especially for those students who are emergent readers.

HOW TO DO IT: **Print a letter.** Have the student use an alternative pencil (see Harniss, 2020) to pick a letter.

Alphabet, Tip # 1, 2019
2019.aacintervention.com

High-Covered Pencil
Harniss, 2020 (Twitter: @DrHarniss)

Adding Words to the Book: Parents suggested we start with the target letter. Students use the AAC to pick words, which are added to the book.

Use a Social Script to Add Words. Muschelwhite (2020) has suggested a Social Script to help students direct the activity.

Directions:

1. Pick an letter from the Words card
2. Ask the student to pick a word that starts with that letter
3. Add the word to the book
4. Repeat the process for each letter
5. Read the book to the student

David Strapp & Libbey
Muschelwhite, 2020
2020.aacintervention.com

Dr. Caroline Ramsey Muschelwhite & Dr. Cynthia Harniss, 2020
Tip # 1: 2019.aacintervention.com

www.aacintervention.com

Tip # 1, 2020

References

- Blanc, Marge. (2005). Finding the words. *Autism and Asperger's Digest*. June-July issue.
- Erickson, K. (2017). Comprehensive literacy instruction, interprofessional collaborative practice, and students with severe disabilities. *American Journal of Speech-Language Pathology*, 26: 193-205.
- Erickson, K. & Koppenhaver, D. (2020). *Comprehensive Literacy for All: Teaching learners with Significant Disabilities to Read and Write*. Baltimore, MD. Paul H. Brookes Publishing Co.
- Erickson, K., Koppenhaver, D., Prytula, J., Musselwhite, C., Seibert, C. (2019). *Learning Letters*. Volo, IL: Don Johnston, Inc. www.myreadtopia.com.

References

- Jones, C. & Reutel, D. (2012). Enhancing alphabet knowledge instruction. Exploring a change of frequency, focus, and distributed cycles of review. *Reading Psychology*, 33: 448-464.
- Musselwhite, C. (2020). *Social Scripts and Literacy: Supporting Emergent and Transitional Learners*. www.teacherspayteachers.com.
- Musselwhite, C., Wagner, D., and Hanser, G. (2020). *The ABCs of Alphabet Knowledge and Phonological Awareness: Supporting learners with significant disabilities*. www.teacherspayteachers.com.
- Musselwhite, C. & Wagner, D. (2020). *Poetry Power Overview: Language, Literacy, and Life for Learners with Disabilities*. www.teacherspayteachers.com.
- Stiegler, L. (2015). Examining the echolalia literature: Where do speech-language pathologists stand? *American Journal of Speech-Language Pathology*. 1-13.

Connect With Me!

www.aacintervention.com

AAC Girls

<https://aacgirls.blogspot.com>



TPT Caroline Musselwhite



AACCaroline

poetrypowerAAC



Pinterest
Caroline
Musselwhite



Caroline
Musselwhite



@AACCaroline



Wishes
Things that you could do tomorrow!

Lies
Things that you want to STOP doing, or get others to stop!

Dreams
Something you will try to implement in the next year




<https://tinyurl.com/EmergentLit>

- WHAT'S COOKING 09
- HANDOUTS & ACTIVITIES
- MAKE & TAKE
- BOOKS
- AAC Intervention Tips
- ASSESSMENT & FORMS



