

# Emergent Literacy Meets AAC: Supporting Individuals with Complex Challenges

Dr. Caroline Ramsey Musselwhite

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## 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](http://aacgirls.blogspot.com)



TPP 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](mailto: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](#)

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## 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**.

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"We only teach functional skills."

SERIOUSLY?

¿Qué es más funcional que la alfabetización?  
ALFABETIZACIÓN VS. HABILIDADES FUNCIONALES

¿EN SERIO?

"Sólo enseñamos habilidades funcionales"

<https://habloconaa.wordpress.com/2017/09/20/alfabetizacion-vs-habilidades-funcionales/>

Dr. Caroline Ramsey Musselwhite

## Learning Objectives

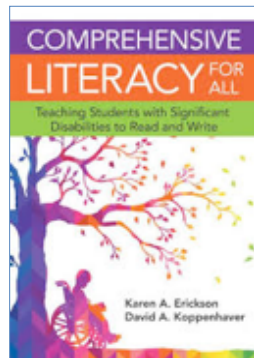
- Summarize 3 assessment tools that can be used for students who are difficult to assess with standard tools
- Describe at least two strategies for integrating AAC into each of the components of emergent literacy instruction (shared reading, predictable chart writing, writing with the alphabet, independent 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.

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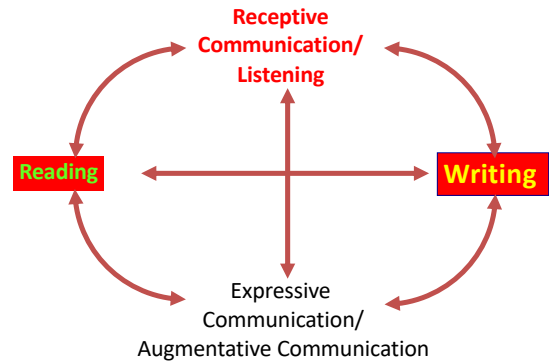
Excellent Resource for Designing & Implementing Literacy Instruction for Students with Significant Disabilities

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



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### Oral and Written Language Development (Koppenhaver, Coleman, Kalman & Yoder, 1991, adapted from Teale & Sulzby, 1989)



### 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?

**X NO**  
to one or more  
Comprehensive Emergent Literacy Interventions

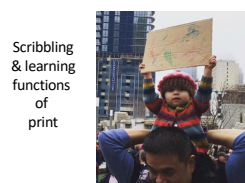
**✓ YES**  
to ALL  
Comprehensive Conventional Literacy Interventions

©2024 Center for Literacy and Disability Studies, UNC Chapel Hill Erickson & Koppenhaver, 2020

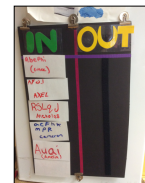
### Idea # 1. Understand Literacy Development

(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 Emerging Literacy (1 point)	Early Transitional Emerging Literacy (2 points)	Transitional Emerging Literacy (3 points)	Late Transitional Emerging Literacy (4 points)	Early Conventional Literacy (5 points)
<b>Phonemic Awareness</b>	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 words within words	Creates new words within word families, associates consonant letters and sounds
<b>Concept of Print</b>	Shows beginning interest or attention to book reading	Attempts to story with minimal prompts	Recognizes familiar signs, names, or text within graphic support	Follows the left-right, top-bottom flow of text within page format	Reads words in text while following a left-right, page to page flow progression of stories
<b>Word Recognition</b>	Shows beginning interest or attention to graphics or pictures	Identifies named pictures or graphics	Recognizes familiar signs, names, or text within graphic support	Predicts or repeats repeated lines within a story	Identifies an increasing # of high frequency sight words
<b>Fluency</b>	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 text within a repeated story	Reads text for a purpose: Reads familiar stories with varied text patterns
<b>Comprehension</b>	Shows indications of spoken word and object recognition within own experiences	Associates spoken word to graphics within 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 Emerging Literacy: 0 - 5	Early Transitional Emerging Literacy: 6 - 10	Transitional Emerging Literacy: 11 - 15	Late Transitional Emerging Literacy: 16 - 20	Early Conventional Literacy: 21 - 25
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Directions: Engage the students 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: \_\_\_\_\_

Ruth Staugler © 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 bags	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 activity from an array of objects, photos, or symbols	Initiates any literacy activity: reading, scribble, 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/voluntary reading	Pre-reads to or shares opinions about the story using symbols	Pre-reads from memory, paying attention to the printed word
	1	2	3	4	5	6	7	8

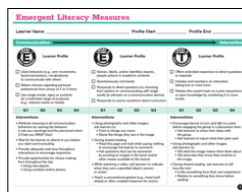




### Summary: Why Use the Bridge?

- 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](http://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**

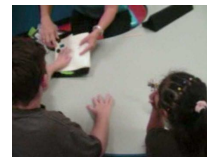
Erickson, K. (2017). Comprehensive Literacy Instruction, Interprofessional Collaborative Practice, and Students With Severe Disabilities. *American Journal of Speech-Language Pathology*, Vol. 26, pp 193–205, May 2017.

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

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### What is Shared Reading?

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



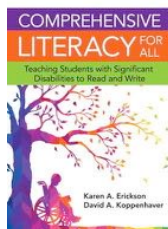
Ezell & Justice, 2005

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



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)

- Lots of great materials in addition to the video!

<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.”



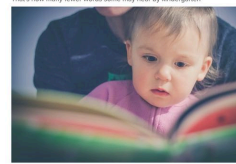
Erickson & Koppenhaver, 2020, p. 49

## 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=IwAR1VG8urNF4NH3rigy-rxrKd3BipSqgBFS83Jxu8GTRhxHutu-7QIQ9o\\_L3E](https://news.osu.edu/a-million-word-gap-for-children-who-arent-read-to-at-home/?fbclid=IwAR1VG8urNF4NH3rigy-rxrKd3BipSqgBFS83Jxu8GTRhxHutu-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](http://www.funfelt.com)

## Props: What Book Could You Connect To?




**Props Are Powerful**

*Supporting Reading Skills*

**WHAT?** Props are simple objects that represent items in a story or situation. Teachers working with young children can use props to support understanding of print and object relationships, such as the prop shown to the left of the book *Poppy Goes Down*, sold by [www.aacintervention.com](http://www.aacintervention.com).



**WHY USE PROPS?** Props can support:  
 • **Symbolic Development:** For some learners with visual impairments, objects can be highly supportive of learning about features of an object, such as walls on a sidewalk or a book on an airplane.  
 • **Language Development:** Many concepts are difficult to explain through words alone, but can be demonstrated by using props.  
 • **Engagement:** Props can be highly motivating. We have observed students using props to recall events from books they have read. This story relating to a powerful **Red Hat** is an example. Some students have been given items that can be used as props to support learning.  
 • **Building Social-Relationships:** Some props can be used across books to demonstrate ways that they are related.

**HOW TO USE THIS BOOK:** This is for students with very complex challenges, including intellectual impairments and visual needs (including cortical visual impairment - CVI).  
 • **How to Make It Happen – SAMPLE PROP AND PURPOSE:** In *Poppy Goes Down*, the character Poppy is a girl who is afraid of the dark. She is afraid to go to bed. The author, *Poppy Goes Down*, has a picture of a girl who is afraid to go to bed. We had her draw the picture by writing it on a separate piece of paper, cutting it out, and taping it to the book. We then used a prop to represent the girl.  
 • **Concept Development:** In *Chapter 7 of Journey*, *Johnny* strikes the rock and tries to hold on to the rock to support. The narrator says, "Johnny tried to hold on to the rock, but he couldn't. He was too tired." We made a prop of a rock. We used a piece of wood, cut it into a shape like a rock, and used a magnet below, and we tied the rock to show that the book said Johnny could hold on to it and then more.  
 • **Building Text to Text Connections:** One has developed a set of props for print activities. These were used across several, including *On Charlie*, *The Secret Garden*, and *Picture Island*.

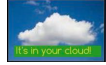
By Caroline Ramsey Muselwhite and Karen Richardson. Top 7/1, 2013. [www.aacintervention.com](http://www.aacintervention.com)

[www.aacintervention.com](http://www.aacintervention.com)

## Props Bracelet = Access

### MAKER



**PROPS BRACELET**

**Stick It On Your Wrist**


**PURPOSE:** This is a simple bracelet that can be used to support learning about the story. It is made from a piece of string and a small object. The object is a frog in the first book, a cow in the second, and a pig in the third. The bracelet is made by stringing the object on a piece of string and tying it around the wrist. The bracelet is made from a piece of string and a small object. The object is a frog in the first book, a cow in the second, and a pig in the third. The bracelet is made by stringing the object on a piece of string and tying it around the wrist.

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By Caroline Ramsey Muselwhite and Karen Richardson. Top 7/1, 2013. [www.aacintervention.com](http://www.aacintervention.com)

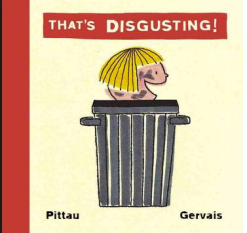
## What Books Are Best?

- **Books That Are Not Too Difficult**
  - Be careful about unfamiliar topics
  - Watch out for many 'hard words'?
  - Might reduce enjoyment / engagement
  - Choose books with a good language match




## Sample Predictable Book for Older Students


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



A Hospital Transitional Story



**DOOR PRIZE**



**No Problem**

By Caroline Muselwhite and Laurel Richardson

Learning to Work | Hospital | No Problem 177

[www.attainmentcompany.com](http://www.attainmentcompany.com)

## TAR HEEL READER: GET A BOOK-NOW!

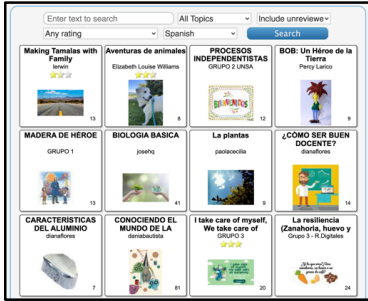
from University Of North Carolina, Chapel Hill

- 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](http://www.tarheelreader.org)

## Tarheel Reader

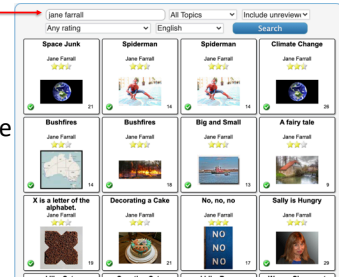
- Thousands of Books – Many in SPANISH
- For emergent and beginning readers



<https://tarheelreader.org/>

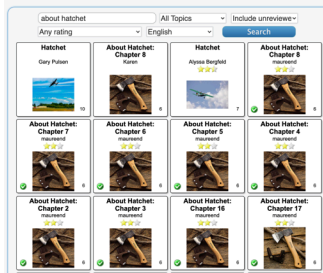
## Some Great Authors

- 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?

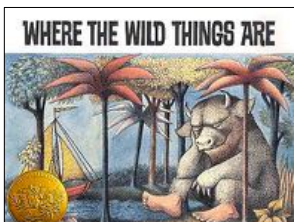
- Able to ‘takes students someplace’ conceptually
- Hopefully you will read it multiple times!



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

## Supporting Receptive Language

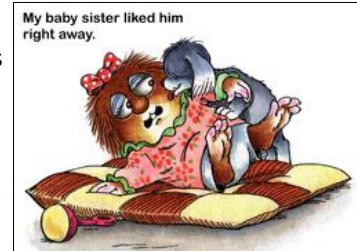
- Helps students grow vocabulary
- This is a key issue for students who are not speaking AND not reading independently
- But remember to have a good language match



“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!

<b>A mi me gustan los perros</b> Mrs. Piper Clark, Lindsay ★★★★	<b>Mis perros</b> clarygold ★★★★	<b>SRHS-Lupita's World</b> prestontadlock ★★★★	<b>Lucy no sabe saltar</b> esther ★★★★
<b>Cody rutina</b> saharibrenem ★★★★	<b>Un dia de perros</b> alcalduch ★★★★	<b>Los Perros</b> Ashley Brooks ★★★★	<b>El Perro</b> Anna LeBrun ★★★★
<b>Perros</b> Hayden Peet ★★★★	<b>Los Perros</b> Jerdie McGrath ★★★★	<b>PERROS</b> Dawnica Mullins ★★★★	<b>DE CIERVOS Y PERROS, UNA SILLA PERRO</b> ★★★★

### 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.

Where are deserts?  
= = =

Are they hot or cold?  
= = =

What grows in deserts?  
= = =

What animals live in the desert?  
= = =

**Don't be an over-symbolator!**

**Symbols are for  
communication**

**Text is for  
literacy!**

**Big Idea: More Is MORE!!**

Complex language communication supports  
*must include*  
*a sufficient quantity*  
*of 2 individual words and letters*  
*representing a 3 range of language*  
*functions*

Slide from Maureen Nevers, 2015  
[www.angelman.org](http://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!**

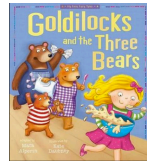
- **5 words/ phrases/ sentences you can model for this activity (e.g., shared reading)**
  - Think about core words ('all day words')!
  - Only one noun, please!
  - Include gestalts for gestalt processors
- **Give 5 opportunities for students to jump in**
  - Open ended questions
  - Sentence starters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

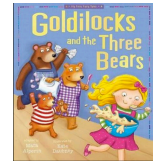
- LOOK AT THAT! UH-OH, IT'S NOT GOOD! YAY! THAT IS GREAT!



• 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!

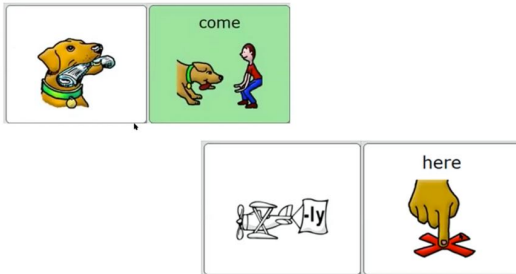


**Strive for 5: Visual Supports**

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)

**Practice**

Uh-oh, I think wheeling peed.

Watch out for the wheeling menace.

Wheeling  
Reed A. Booke

Wheeling  
Tarheel Reader

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

**Celebrate Comments!**

Comments

That's awesome

That's cool

Krista Go home

Make go

Clear if you're good

**Does It Work?**

Sara Gokey

Comments

Life Go Wash OK good job no Student A

Next clapping smile 'O' for go eyes Student B

did not like, head on head for sleeping AN grette Student C

Go Maize log AN Hiss grette The End Student D

playground in hallway Student E

9-16-22

10-07-22

speaks & laughing

Student A "ok" hello point nose point nose trap is in story is in story

Student B teacher use which make trap help "thumbs mouse"

Student C your nail is in story "the end" "eye"

Student D mass all done super why the end on the ground pack

Student B your help help

Student E dit

### 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



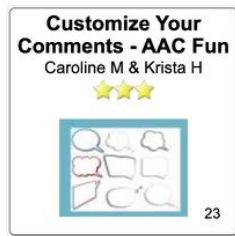
<https://tarheelreader.org/2022/06/05/comments-are-cool-a-a-c-fun/>



### 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

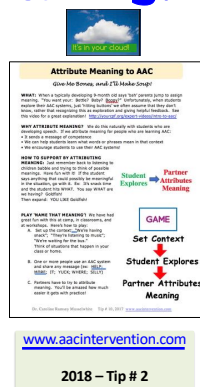
- Ex: Child smiles, looks, touches, shakes head, laughs
- A natural response to neurotypical children
- Teaches student to be less random. Builds cognitive understandings over time.
- Sends message of competence and high expectations

*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



### HOMEWORK – Attribute Meaning

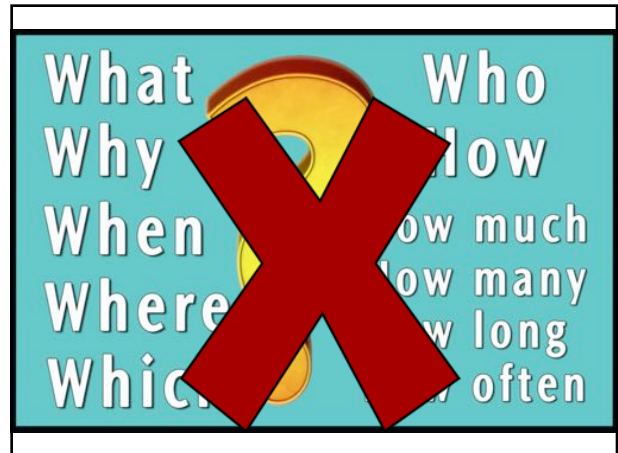


- find a good book.
- Have a partner find a word from the home page of an AAC device
- You have to try to make a connection!

### 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

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### 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



### Up with invitations



Caroline Ramsey Musselwhite

Caroline Musselwhite  
Pinterest  
AAC & Literacy Quotes

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

### 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!!*



## 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!

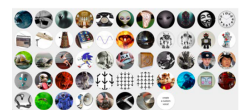
AutoRap



Voice Changer Plus App



Voice Changer Online



Others??

- 
- 
- 

<https://voicechanger.io/>

**Wordles!!** [www.wordle.net](http://www.wordle.net) Tip, April 09

**Visual Celebrations:**  
*Path On / Swipe to Type*

**Aye Aye**  
by Alyssa, Evelyn, Natalie and Krista

Funny Aye Aye  
Funny color Aye Aye  
Funny pretty color Aye Aye  
Funny pretty color fantastic Aye Aye  
Funny pretty color fantastic magic Aye Aye

Movie Add-A-Word

By	RYLE W
FUNNY	movie
FUNNY	Blank (comic) movie.
FUNNY	Blank (comic) Good movie

**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* (Musselwhite & 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 Hoab (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:

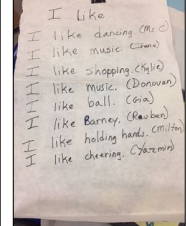
- Tape the strips together, lengthwise
- Wrap them around the roll
- Tie ribbon around it

# 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:** ??

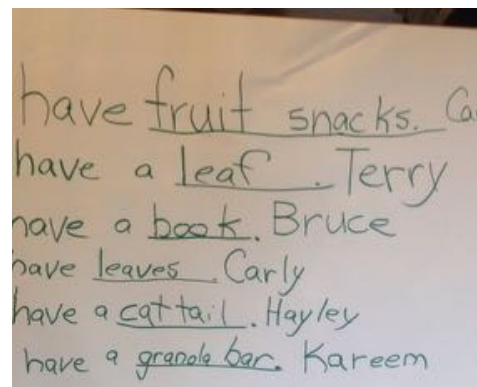
**Picasso??**

**Paella??**

**Iberian Lynx??**

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### 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

## Let's Talk

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

iPad

game

drawing

something different

**Wipe Off PostIt™ Choice Pages**

Wipe Off PostIt™ Choice Pages are great for all students who don't have sufficient expressive language to be able to write on their choice pages. They can be used for a variety of purposes, including:

- 1) Choice Pages can be used as a quick background for students with limited expressive language to select their choice.
- 2) Choice Pages can be used as a quick background for students who are unable to write on their choice pages.
- 3) Choice Pages can be used as a quick background for students who are unable to write on their choice pages.

**WAYS TO USE THE PAGES**

Wipe Off PostIt™ Choice Pages can be used in a variety of ways:

- 1) Choice Pages can be used as a quick background for students with limited expressive language to select their choice.
- 2) Choice Pages can be used as a quick background for students who are unable to write on their choice pages.
- 3) Choice Pages can be used as a quick background for students who are unable to write on their choice pages.

## 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  
3

## 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 cutup 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!



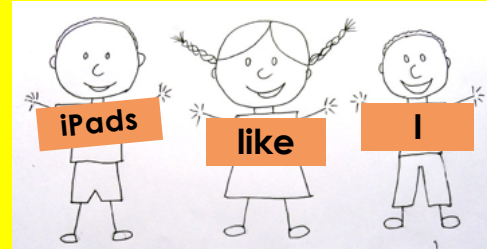
For students who can't use their hands, or need words to be more visual, consider using Google Slides, PowerPoint, or Keynote

## 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

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### Predictable Chart Book: the book that keeps on giving!

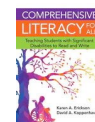
- Add to the book over time with more students
- Ask family to contribute more pages
- Read the book during shared and independent reading
- Ask classmates to read the book using AAC
- Create a digital version in Pictello for more repetition
- Narrate with silly voices
- Have classmates narrate or act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

## Writing with the Full Alphabet

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### 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.”



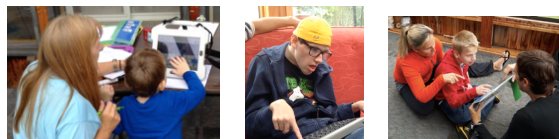
Chapter 5

Erickson &amp; Koppenhaver, 2020, p. 63

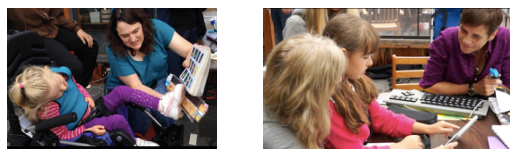
### What Prerequisites Are There to Emergent Writing??

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

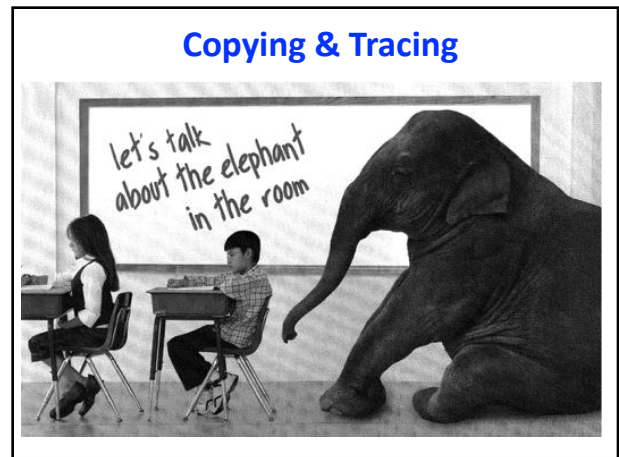
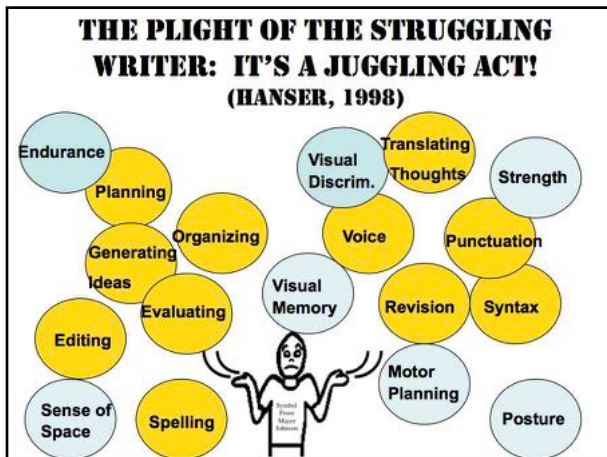
Erickson, Koppenhaver, &amp; Cunningham, 2017



“Writing challenges students to think about print.”



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



- ### 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 mouthing 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, makes 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 generating strings of the same letter	Generates letters in word-like groupings with attention to spacing	Regularly generates text, may use word prediction some of the time	Generates letters to label or caption 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 recognizable words (some recognizable) to tell a story, create a message, make list
Use symbolic language (AAC) to generate print	Observes symbol use modelled by communication partners	With scaffolding support, selects a symbol to make a choice	With scaffolding support, selects a symbol to comment to label or caption a photo	With scaffolding supporting, 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 a message, make list	Uses AAC to 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

The image shows a screenshot of an iPad keyboard with a custom grid of letters. Below the keyboard is a whiteboard with letter cards for 'a', 'b', 'c', and 'd'. A red card labeled 'done' is at the bottom, and a white card labeled 'next' is to the right. A small logo in the top right corner says "It's in your hands!"

### Using Occluders to Reduce Target

The image shows two iPad screens. The left screen displays a grid of letters 's d f g' with a black occluder over the 'd'. The right screen displays a vertical column of letters 'A E I O' with a black occluder over the 'E'.

### Flipbooks

The image shows three examples of flipbooks. The first is a blue flipbook with letters 'A B C D' and 'E F G H'. The second is a black flipbook with letters 'a b c'. The third is a red and blue flipbook with letters 'A B C D'.

<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

The image shows a Pinterest board with various images and pins related to accessing the alphabet. The pins include:
 

- A pin titled "ABC Magnific: Alphabet app" with a link to a review on speedypencil.com.
- A pin titled "My creative friend Heather set this up for her son Luke" with a link to a blog post on wegirls.blogspot.com.
- A pin titled "Partner Writer App from Panther Technology" with a link to a blog post on wegirls.blogspot.com.

### MODEL, MODEL, MODEL

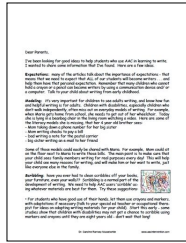
- Identify 4 times during day to model pencil
- 2 minutes or less!
- Pick a student and write with their pencil
- Make a BIG deal about it and use think outlouds
- Write a word or a few letters

The image shows a teacher and a student sitting at a table. The teacher is holding a large green board with letters 'u v w x y z' on it. The student is pointing at the board.



### 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



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

Dear Parents Letter Tip, February, 2002 [www.aacintervention.com](http://www.aacintervention.com)

### 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 adapted handwriting, closed-wheel paper airplanes, flipbooks, eye gaze stabilizers 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 them.
- **Understanding of the Basic Mechanicals:** Writing, pre-writing, copying, or ideating can show how to use alternative pencils - this is especially important for individuals who are learning some person modeled writing.
- **Showing that Alternative Pencils Can be Fun and Useful:** Partner modeling can show learners the power and joy of using alternative pencils.

**WHO IS THIS FOR?** This tip is for learners with complex challenges, including intellectual, motor, and dual impairments (including critical visual impairment) - CCI.

**HOW TO MAKE IT HAPPEN - Model Evenings and Weekends!**

- **Model Evenings:** Invite your child (invite friends a group of pencils appear to all) to create art at home, pretend home, "we need to sign this! Let's go to the bookstore to get a pencil. Now, let's try the letter of your name... C, A, & T" (Provide a hand: Safety: Accented keyboard above)
- **Model Weekends:** Ask your family to writing on what to write on each night: "Your old pencil didn't work. Sign, Okay, you're writing for Maria. That means we need to find the the new pencil." Consider how to find a pencil (provide above)
- **Sign to Create:** Ask that those who writing together to create a list. Open a book. Open to the PCCO book. Did you "You need to use CCCC pencil" - Let's find how "We need to write a C for apple" - Let's write letter book above)

**Model Alternative Pencils: In Schools**  
*Keep It Simple, Silly (KISS)*

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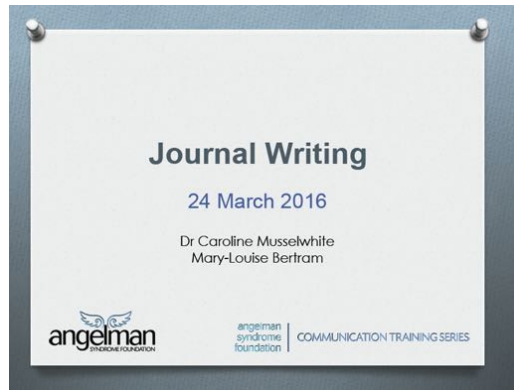
Model Alternative Pencils Homes [www.aacintervention.com](http://www.aacintervention.com)

Model Alternative Pencils Schools [www.aacintervention.com](http://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 153



[www.angelman.com](http://www.angelman.com)

### 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](http://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

Muselwhite & 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 2<sup>nd</sup> 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**

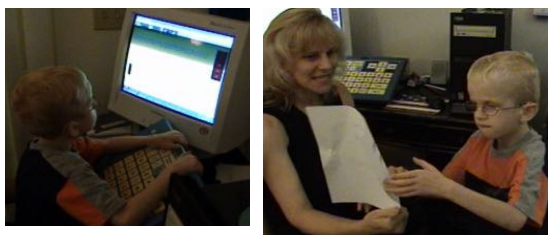
*Adapted from Gretchen Hanser*

### 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!

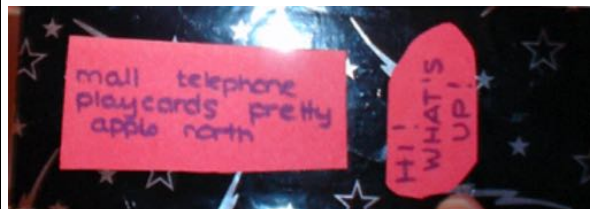
<https://www.med.unc.edu/ahs/clds/projects/deaf-blind-model-classroom/matthews-story/>

### Opportunities to Write **EVERY** Day

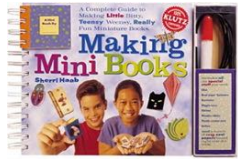
- Lists for a real purpose
- Letters / postcards / birthday cards to someone they pick
- Writing very easy books
- Creating fun gifts, and writing on them

**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

**MAKER**

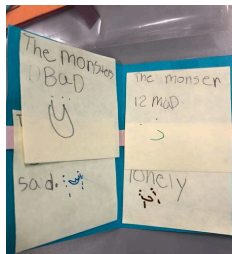


- Construction paper
- Postits
- Ribbon or yarn
- Stickers & Markers

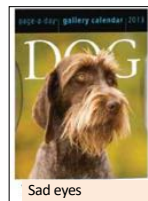


- REMEMBER:** Publishing is the last step:  
Focus should be on planning, drafting, etc.
- Using the alphabet! (generative writing)
  - Composing ideas with AAC system

## 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

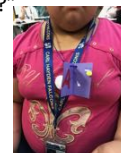
## Necklace Books

- 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-astrophe
- 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 Musselwhite 2019 [www.aacintervention.com](http://www.aacintervention.com)

### Do's and Don'ts of Writing

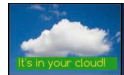
Supporting all individuals to be better writers

#### Do's of Writing

- Do understand that writing is communication and that every individual has the right to express themselves.
- Do remember that writing consists of a range of skills including ideas, language, spelling and punctuation – 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 isn't 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 wall or to 'write down every sound they can hear' when they will be help with spelling.
- Do support the individual to find the assistive writing tool(s) to use.
- Do assist the individual to find a writing task where they can generate ideas 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 environment, while recognizing that the best way to them to represent an author is by writing. A WELI get writer and better writer practice.

#### Don'ts of Writing

- Don't think that writing is just about generating ideas.
- Don't believe that writing is just about one skill like 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 corrections and suggestions. (Yes, this is hard because it's important!)
- Don't feel needs for the student.
- Don't insist that the individual uses a writing tool that is personally difficult that is made it easier 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's writing negatively or stop writing with an individual because it is difficult.

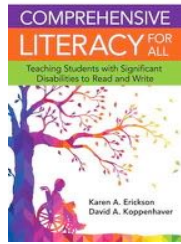


# Self-Directed Independent Reading

### 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)

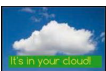
*This should be a litmus test for thinking about our collection!!*

## Wipe-Off Board

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

[www.aacintervention.com](http://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.

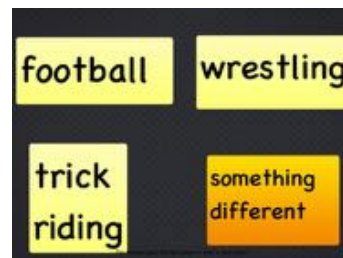
#### HOW TO MAKE THE PAGES

- Black construction paper
- Yellow PostIt™ notes (might use a contrasting color for "something different")
- Non-glare page protector or laminate
- Wipe-off marker in dark color

#### WAYS TO USE THE PAGES

**Name Chart:** Many classrooms use a name song or name chart. I like the one that focuses on phonemic awareness (Clap your name, tap your name, stretch it till it's long, Spell your name, tell your name say it like a cheer). During the "Tap your name" students get choice boards with 2, 4, 6, or 9 names, and they try to find the name that was called out.

See Ross Kover, Teacher Educator, District 75, NYC DOE  
Dr. Caroline Ramsey Muselwhite, Tip # 3, 2016. [www.aacintervention.com](http://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!**

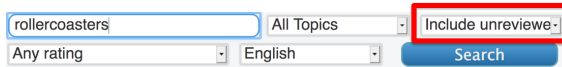
from University Of North Carolina, Chapel Hill

- 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](http://www.tarheelreader.org)

**Homework: Try This!**

- Think of a topic your students like
- Go to [www.tarheelreader.org](http://www.tarheelreader.org)
- Click on 'Find a Book'
- Hint: Include unreviewed

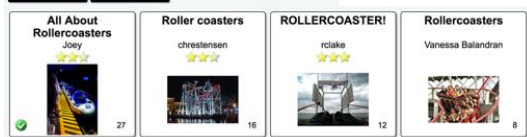


- Search!

**Save Your Faves! - Fun Favorites**



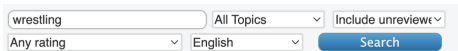
<https://tarheelreader.org/favorites/?voice=silent&pageColor=000&textColor=ff0&page=1&favorites=193634,162484,160066,149193,145169,134191>



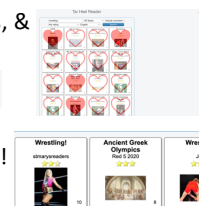
<https://tarheelreader.org/favorites/?voice=silent&pageColor=fff&textColor=000&page=1&favorites=185060,97101,84064,82622>

**Tarheel Reader Favorites**

Pick a topic



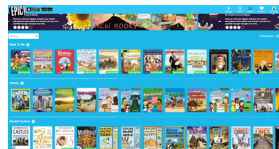
Look through the books, & Put hearts on them. Go to the old well Click 'favorites' You'll get a set of books! Save the url!



[www.tarheelreader.org](http://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



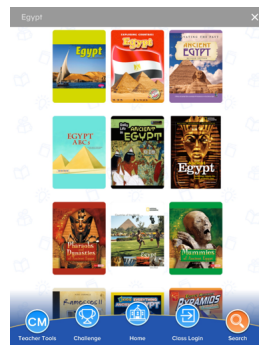
## FarFaria: Read Along Kids Books

- 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



## 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!**

**Independent Writing Self-Reflection and Observation**

Teacher: \_\_\_\_\_ Other Adults: \_\_\_\_\_ # of Students: \_\_\_\_\_ *It's in your cloud!*

Brief Description of Activity: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Observer: \_\_\_\_\_

Types of Core Vocabulary Systems Used:  Printed Core Board  3D Symbols  Communication App or device  Other: \_\_\_\_\_

Directions: Observe or reflect on practice with all students for whom AAC is appropriate.

Evidence	Consistently	Occasionally	Never	Comments & Examples
ALL students have access to their own personal communication system with core vocabulary.				
Adults recognize and respond to student's efforts to communicate.				
Adults tell students very clearly what they did to communicate.				
Adults show students how to use core vocabulary using each student's personal communication system (or a system that is very similar).				
Adults encourage students to communicate in any way they can.				
Adults provide wait time for students to initiate and respond.				
Adults do <i>not</i> provide students with physical support (e.g., hand-over-hand).				
The student has access to a standard pencil, pen, keyboard, or appropriate alternate pencil that includes all 26 letters.				
Adults support students in selecting topics from a broad range of choices.				
Each student chooses a topic. If not, the adult encourages each student and attributes meaning to settle on a topic.				
Each student is encouraged to communicate ideas about the topic using his/her personal communication system.				
Each student uses an appropriate pencil to write by selecting letters or making marks on the paper.				
The adult "tracks" the letters as the student writes or selects them.				
Each student is given the opportunity to indicate when s/he is finished.				
The adult makes an effort to connect the written product back to the topic.				

Summary and Additional Comments (continue on back as needed): \_\_\_\_\_

Project Core | www.projectcore.com | © 2019 Center for Literacy and Disability Studies, Department of Allied Health Sciences, UNC-Chapel Hill

# The Alphabet & Phonological Awareness

200

## The Alphabetic Principle

- Emergent readers & writers need to learn the alphabetic principle
  - Letters are linked to specific sounds.
  - Words can be segmented into individual sounds.
- Variety of activities lead to these understandings
  - Letter knowledge
  - Sound awareness
- Letter names & sounds should be taught in parallel.

201

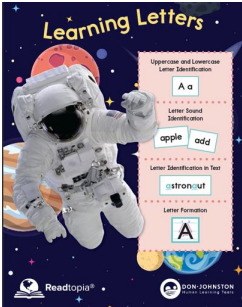
## Enhanced Alphabet Instruction

- 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



- Uppercase and Lowercase Letter Identification
- Letter Sound Identification
- Letter Identification in Text
- 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/1oEoFvJS\\_cBrtWTDek27F8SVq1-jQhQIT\\_2-bgEdb1pt4/edit?usp=sharing](https://docs.google.com/presentation/d/1oEoFvJS_cBrtWTDek27F8SVq1-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 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](http://www.aacintervention.com) December, 2014

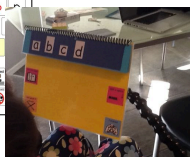
## Play Alphabet & Phonological Awareness Games

- 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!**  
Love the Droid-ig K-IG - Make it FUN!!  
What you need: You'll need a device with internet access to get the game. You'll need a group of 2-4 students. You'll need a group of 2-4 students. You'll need a group of 2-4 students. You'll need a group of 2-4 students.

Alphabet Action Man Tip

## 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

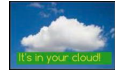


**Make It A Book – Use a Gif**



**Name Chant**

clap	tap	stretch
spell	tell	cheer



**MAKER**

**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**

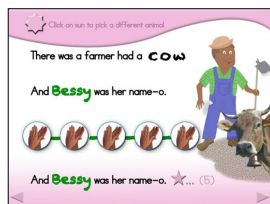
- Old function
- New form

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

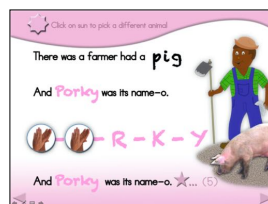
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**Younger learners: MORE BINGO NAME SONGS  
Animated PowerPoint Step-By-Steps**

by Carol Goossens, Bloom, Teachers Pay Teachers



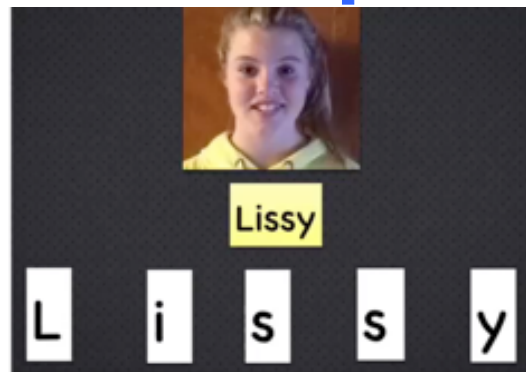
B-I-N-G-O and Friends  
Bessy



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

[Bloom Store Teachers Pay Teachers](#)

**Name Rap**



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### 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 AND WHY?** Most children learn the BINGO song ("There's a better hat...") and sing it to the tune of "The Alphabet Song". This song is a great way to introduce the letters B, I, N, G, O and the words boy, girl, and name. Children can use the song to learn the letters and words. It is a fun and easy way to learn the letters and words.

**WHO IS THIS SONG?** BINGO songs are used to introduce the letters B, I, N, G, O and the words boy, girl, and name. Children can use the song to learn the letters and words. It is a fun and easy way to learn the letters and words.

**WHERE TO FIND READY-MADE BINGO SONGS:** BINGO songs are used to introduce the letters B, I, N, G, O and the words boy, girl, and name. Children can use the song to learn the letters and words. It is a fun and easy way to learn the letters and words.

**B-I-N-G-O Raps**

**WHAT AND WHY?** Most children learn the BINGO song ("There's a better hat...") and sing it to the tune of "The Alphabet Song". This song is a great way to introduce the letters B, I, N, G, O and the words boy, girl, and name. Children can use the song to learn the letters and words. It is a fun and easy way to learn the letters and words.

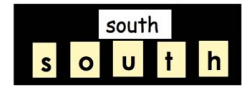
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**WHERE TO FIND READY-MADE BINGO RAPS:** BINGO songs are used to introduce the letters B, I, N, G, O and the words boy, girl, and name. Children can use the song to learn the letters and words. It is a fun and easy way to learn the letters and words.

### Bingo Raps For Older Student

#### Think About Your Themes

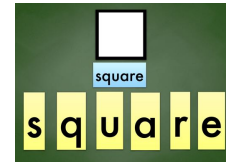
- Planets
- Civil War
- Specific Books / Characters



Civil War connection

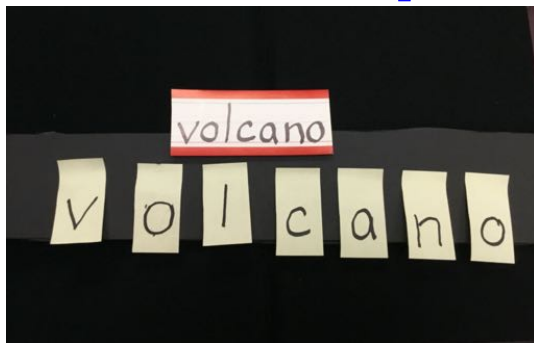
#### Connect to Literature

- Specific Books
- Characters



Math!

### Theme Rap



Science / Reading Journey

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### Simple Choice Board

**Simple Choice Board**

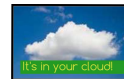
**Purpose:** Symbols are placed on a choice board using Velcro™. The student chooses through hand pointing to a symbol. The highest level usage, choice may be placed on the back, held in reverse to face (i.e., a hand shows a symbol placed on the back. The student points to the back, which has the symbol on the front).

**How-To:**

- 1) Cut a piece of foam core board.
  - 2 options: 12" x 18" or 18" x 24"
  - 2 options: 12" x 18" or 18" x 24"
- 2) Cut a length of 1" female (soft) Velcro™.
  - Then cut Velcro in half lengthwise.
  - 2 options: 12" x 18" or 18" x 24"
- 3) Attach Velcro™ "f" from top of choice board.
  - VELCRO™ is the VELCRO™. You need a female male velcro over the top of your symbol to make it stay right and also make it hold in the center of the board. With this in mind, the top of the choice board, symbols will be well centered.

**Mini Case Example:**

Example: The word "volcano" is written on a choice board. The student chooses through hand pointing to a symbol. The highest level usage, choice may be placed on the back, held in reverse to face (i.e., a hand shows a symbol placed on the back. The student points to the back, which has the symbol on the front).



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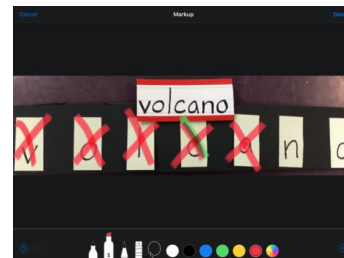
### CVI Considerations for Using Print

- Consider Distance Viewing and Visual Field Preferences
- Provide students with 'in-your-face' materials



### CVI Considerations for Using Print

- Consider Distance Viewing and Visual Field Preferences
- Replicate on iPad
- Use markup to cross out letters



### 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

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### Greetings



**Bingo, bongo, Bimia,  
The buffalo bounced to \_\_\_\_\_.**

Luke

Kimia

Finn

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### Light Tech

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

Luke

Kimia

Finn



Buffalo on stick

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### There's A Tip for That!!

Phonemic Awareness Phon  
Sound Substitution  
(Muskelwhite, 2008)

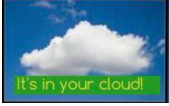
**Goal:** To support the development of sound substitution, which requires listening to words, then substituting the initial sound to create a rhyming word (ex: Giggley giggley Gaitton, a gorilla sat on Gaitton)

**Brief Phonemic Awareness Research Review:**  
The National Reading Panel (2000; [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)) completed a meta-analysis of scores of articles 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) instruction of both students and teachers, while not extensively studied, is felt to be a critical factor for success

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### 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

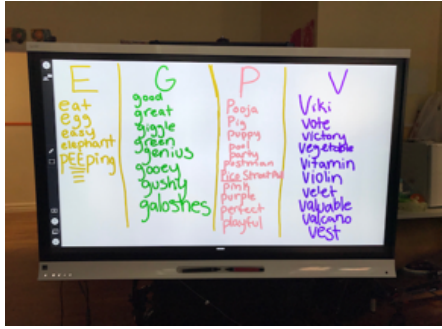
Letter S

Sky	Soup
Sun	Swim
Shirt	Sunday
Signal	So
Stomach	
Shandy	
Spoon	
Spaghetti	shy

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!

[www.aacintervention.com](http://www.aacintervention.com)  
Tip # 1, 2020

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## Connect With Me!

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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

**GOODIES**

