THE 41st ANNUAL
G. PAUL MOORE SYMPOSIUM

presents:

Ann Marie Orlando, Ph.D., CCC-SLP

&

Katie Roark, M.A., CCC-SLP

“Literacy and Complex Communication Needs”

February 6th, 2019

Emerson Alumni Hall

University of Florida

Department of Speech, Language, and Hearing Sciences
National Student Speech Language and Hearing Association
Dear Symposium Attendee,

The faculty, students, and staff of the Department of Speech, Language, and Hearing Sciences at the University of Florida extend a very warm welcome to all of our attendees at the 2019 G. Paul Moore Symposium. We hope you will find that this year’s Symposium is intellectually stimulating and that it provides you with a great opportunity to network with both your colleagues and the many talented undergraduate and graduate students in our program.

This year marks the 41st annual G. Paul Moore Symposium. The event is named in honor of Dr. G. Paul Moore, a long-time professor at the University of Florida who made many outstanding contributions to the field of speech-language pathology. The University of Florida’s National Student Speech Language Hearing Association (NSSLHA) has coordinated this event to continually honor Dr. Moore for these vital contributions. We thank Dr. Moore’s family for their continuing support of this important educational activity.

This year we are very pleased to have four excellent presenters, each of whom are well-known nationally and internationally for their contributions in communication sciences and disorders. We welcome Dr. Gail Whitelaw from Ohio State University who will be presenting on auditory processing disorder in children. We also welcome Dr. Jill Firszt from Washington University at St. Louis, who will be presenting on the effects of unilateral hearing loss. In addition to these two speakers, we will also have a collaborative lecture from Dr. Ann Marie Orlando and speech pathologist Katie Roark from the University of Florida. They will be co-presenting on Autism and complex communication. We are pleased to have you join us for this year’s edition of the Symposium.

Sincerely,

Cara Duncan & Emily McHugh
G. Paul Moore Symposium Directors
National Student Speech Language Hearing Association

Lori-Ann Ferraro, M.A., CCC-SLP
Director of Clinical Education
University of Florida Department of Speech, Language, and Hearing Sciences

The Foundation for The Gator Nation
An Equal Opportunity Institution
Literacy and Complex Communication Needs
Ann Marie Orlando, Ph.D., CCC-SLP; Katie Roark, M.S., CCC-SLP; Center for Autism & Related Disabilities; University of Florida

Who are individuals with Complex Communication Needs
- Overlapping needs for supports across multiple domains
- Must consider the context when determining communication needs
- Might have diagnoses of severe communication and physical disabilities, intellectual disabilities, multiple disabilities, autism

Learning Goals:
- Identify and describe strategies for assessing communication and literacy in individuals with complex communication needs.
- Describe differences between core language-based and activity-based vocabulary sets used for augmenting communication.
- Describe strategies for instruction in word identification and comprehension for individuals with complex communication needs.
- Describe strategies for helping individuals with complex communication needs compose text.

Learning Characteristics
- Learn more slowly
- Learn less
- Difficulty putting together component parts
- Difficulty maintaining skills
- Difficulty generalizing

Communicative Behaviors
- Level I: Pre-Intentional
- Level II: Intentional Behaviors
- Level III: Unconventional Communication
- Level IV: Conventional Communication
- Level V: Concrete Symbols
- Level VI: Abstract Symbols
- Level VII: Language

Assessing Communication
- Communication matrix especially for parents. Oregon Health Sciences University. Assesses early communication stages
Unstructured Communication Sample
(Yoder, Watson, Lambert, 2015)

- Intentional Communication Acts
- Nonconventional gestures
- Non-word vocalizations
- Imitative symbol use
- Conventional gestures with adult attention
- Non-imitative spoken words or sign language

Assessing Communicative Intent

- Shifting eye gaze between the target and listener
- Persisting until target is reached or failure is noted
- Waiting for a response from another person
- Altering the message quality until goal is met
- Ritualizing or conventionalizing until goal is met
- Stopping when target is reached
- Displaying satisfaction when target is reached or dissatisfaction when not

(Wetherby & Prizent, 1989)

Facilitating Intentional Communication

- Responding to non-symbolic behaviors as if they are intentional.
- Jointly attending to an object or activity in which the student is focused
- Using highly stimulating and preferred items to attract attention
- Modeling, encouraging and responding to gestures

Augmentative/Alternative Communication

AAC

"You may have seen someone write in a notebook to answer a question. Maybe you have seen people using sign language or other gestures. You may have seen someone push buttons on a computer that speaks for them. These are all forms of augmentative and alternative communication, or AAC."

Includes:
- Facial expressions
- Gestures
- Written communication
- Use of pictures and/or symbols

AAC Techniques and Modalities

Unaided communication:
- Any system that does not require external materials
- Consists of symbols that involve the body
- Signs, gestures, pantomime

Aided communication:
- Involves devices that are external to the user
- Uses real objects or graphic symbols to communicate
- Pictures, line drawings, letters, written words, etc.
- (Mirenda & Iacono, 2009)
Why AAC and Literacy?

Evidence shows that communication skills and the skills needed to enhance literacy all develop and occur simultaneously!

These include:

- Listening
- Speaking
- Syntax
- Morphology
- Semantics
- Pragmatics

(Bailey, Angell, & Stoner, 2011)

Vocabulary Selection

- Must serve multiple functions and purposes
- Meet the varied needs of the individual across a number of contexts
- Be meaningful
- Be relevant and age-appropriate
- Serve to facilitate numerous social interactions
- Allow for development and growth of language over time

(Boensh & Soto, 2015)

Vocabulary Selection Continued

- Include words that focus on content and function
- Important to select vocabulary that is meaningful and specific to the individual, as well
- Allow for growth

- Move away from only using “referential method” with AAC to a more “descriptive method”

(Baker & Wilkowski, 2012)

(Boensh & Soto, 2015)

Referential vs. Descriptive Based Teaching Styles

Referential-based teaching style:

- Use of specific, activity-based vocabulary words to answer questions and communicate
- Examples: In science class, “What is the 6th planet from the sun?”
- Example in geography, “What type of landmark is surrounded by water on 3 sides?”

Those questions are specific and require specific answers

Descriptive-based teaching style:

- Focuses on describing an answer
- Involves use of a set of generalized, non-specific vocabulary (but can be supplemented with specific vocabulary)

Example: “Tell me what you know about satellites.”

(https://aalanguagesblog.com/blog/descriptive-vs-referential-teaching)

Communication Fluency

Studies have shown that users do best with AAC use when symbols remain in a fixed, consistent position from one communicative exchange to the next

Preschool study by Thistle, Holmes, Horn & Reum, 2018

Preschoolers who were given AAC with consistent symbol placement did better over time in measures of fluency than participants whose AAC symbols changed location on templates

Needs to replicated with children who use AAC on a regular basis to further evaluate results

Rationale for Core Vocabulary Use

- Vocabulary is selected for a given population based on research conducted regarding the most commonly used words in that population
- Research for toddler-based vocabulary (Banajee, D'Carlo, & Stricklin, 2003)
- Research for school-aged based vocabulary (Boensh & Soto, 2015)

- Selected vocabulary includes lots of word classes and types, but is small in size
- Words are combinable and generative
- Symbols are displayed predominantly and consistently (Thistle, Holmes, Horn, & Reum, 2018)
Rationale for Core Vocabulary Use

- A combination of content and function based words allows for greater variety of discourse
- Moves use of AAC beyond referential method and away from just the following:
  - Use of “fringe vocabulary” allows
  - Labeling
  - Requesting
  - Identifying

Universal Core Vocabulary

- 36 core words used across different situations and contexts

Universal Core Vocabulary

- Includes a variety of word types that can be used to:
  - Discuss different topics
  - Ask and answer questions
  - Engage in social discourse
  - Make requests
  - Refuse
  - Seek and maintain social interaction

Using Daily Routines to Incorporate Universal Core Vocabulary

- Uses the same set of words across purposes and contexts
- Helps to reinforce learning through repetition and exposure
- Helps with overall generalization across environments
- Creates an implementation model not linked to specific activities

Universal Core Vocabulary

- Think about language acquisition in typically developing children
- Repeated exposure to words and phrases paired with activities
- Offers play-based and naturalistic introduction of new words constantly, despite reaching a “specific” level of understanding prior to use
- Studies have found that although infants first words may be nouns, their early lexicon of words often contains verbs, social terms, etc. as well (Quenon, 2016)

Universal Core Principles

- Attribute meaning to students’ behaviors whenever possible
- Model, model, model
- Repeat what students are communicating and model ways to expand communication attempts
- Continue to teach context-specific vocabulary
- Students can still capitalize on opportunities to learn new vocabulary while learning to communicate expressively via core
Opportunities to Capitalize on Using Core

- Look for daily routines and re-occurring activities
  - Washing hands
  - Brushing teeth
  - Getting dressed, etc.

- Longer periods of Interactive time
  - Bedtime stories
  - Homework completion
  - Afterschool snack/dinner

  Can structure clinical and/or classroom opportunities to do the same.

Routines

- Hand Washing Routine
  1. Turn on the water.
  2. Put soap on your hands.
  3. Rub them to get clean.
  4. Wash the soap off. - Wash it off,
  5. Turn the water off.
  6. Get a towel to dry your hands.
  7. Throw the towel away. - Throw it away.

Some Examples

- Adult often used the following:
  - "Take off your bag!"
  - "Where does it go?"
  - "Put it away in your cubby."

- Used these core words to teach:
  - WHERE
  - IT
  - GO
  - PUT
  - AWAY

Morning Routine

- Example:
  - Mother or Father says: "Good morning!" "Let's GO!"
  - Directs child to "GET YOUR book bag." "LET ME HELP YOU." "LET'S GO to THE BATHROOM."

  Can post a list of these words by the door to remind others to model the use of core vocabulary during the morning routine.

Where to Start?

- Choose 2-3 words to focus on
  - Example: LIKE, GO, NOT

- Include these in as many activities and examples as possible.
  - I LIKE GO PLAY
  - I NOT LIKE GO (outside)
  - NOT GO (don't go over there)

- Choose items based on frequency of use and/or type of activities

Snack Routine

- One teacher realized she said the following during snack time:
  - YOU get your book
  - PUT IT ON the table
  - WHAT DO YOU WANT?
  - YOU LIKE IT?
  - YOU WANT MORE?
To Summarize

- Look for routines that occur over and over again throughout your day.
- You will find that the language adults use during these routines is usually very clear and simple.
- Use core to model these directions.
- Because routines are predictable, you can determine what core words you will use ahead of time.
- Put up posters to remind yourself and others working with the individual.
- Remember to model, attribute meaning to non-symbolic behaviors, and expand!

Definition of Literacy

Literacy is defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential."


Current Views of Literacy

- Functions of print are as integral to literacy as the forms.
- Written language through active engagement.
- Emergent literacy behaviors are fleeting, variable, and dependent upon text, task, and environment.
- Technologies, media, and materials can dramatically impact children's abilities to demonstrate literacy.

"There is consensus that literacy involves a complex integration of cultural, social and psychological processes, as well as linguistic processes, developing from birth onwards (rather than being a sequence of discrete 'learned' cognitive subskills taught at school)."

Miller & Kerr, 1998

Principles of Balanced Literacy

- Engagement
- Repetition with variety
- Varied instruction
- Cognitive clarity
- All children can learn to read and write

Balanced Literacy is...

Four blocks which must be part of literacy instruction:
- Guided or Shared Reading
- Self-directed Silent Reading
- Working with words
- Writing
What features of ASD and related disabilities facilitate/interfere with literacy learning?

Characteristics of ASD and Literacy

No matter where they fall on the spectrum, students with ASD often are good at identifying words but have difficulty with reading comprehension.

(Nation, Clarke, Wright & Williams, 2006)

Assessment

Goal of assessment: to determine why the student cannot read with comprehension one level higher.

Our purpose is to compare the student’s relative strengths and weaknesses

Informal Reading Inventories

- Graded word lists
- Graded reading passages

- http://www.readingrockets.org/article/33373

Components of the Literacy Assessment

- Word identification - Graded word lists – Can use pointing or eye gaze
- Automatic
- Mediated
- Language comprehension - Adapt via multiple choice, eye gaze, partner assisted scanning
- Knowledge of world
- Knowledge of text structures
- Silent Reading Comprehension -
- Print processing. Adapt via multiple choice, eye gaze, partner assisted scanning
- Eye movements
- Print to meaning links
- Inner speech
- Prosody
- Integration
- Developmental Spelling Test
Language Comprehension

- What about language is preventing the student from reading with comprehension one level higher?
- Knowledge of the world?
- Knowledge of text structures?
- Any combination of the two?

Ruling out knowledge of the world

- Comprehensive language assessment tools
- Concepts and directions subtest
- Differences between the listening comprehension passages
- Single word vocabulary tests
- Semantic sorting tasks
- Picture-prompted word task

Ruling out knowledge of Text Structures

- Syntactic analysis
- Question transformations
- Sensitivity to text structures
- Background knowledge

Literacy Strategies in Text Structures

- Listening comprehension lessons
- Summarizing activities
- DR. TA
- Journals about reading
- Anaphoric cueing

Literacy Strategies for Word Knowledge

- Independent reading of easy texts
- Interacting with others about text
- Teacher read-aloud
- Language Therapy
- Explicit instruction in figurative language and morphological structures
- Semantic Maps or word maps

Print Processing

- Identified when silent reading comprehension is the relative weakness when compared with word ID and listening comprehension
- Inner speech
- Print-to-meaning links
- Eye movements
- Prosody
Print Processing Strategies

- Inner speech – Silent reading
- Eye movements – fade tracking
- Print to meaning links – Word ID
- Prosody – repeated readings of easy and familiar texts

Eriksen & Koppenthaver, 2005
"The interaction that occurs when a child and adult look at or read a book together." Ezell & Justice, 2005

**Shared Reading**

**The Goal of Shared Book Reading**
- Maximize interactions with students on a page-by-page basis.
- Increase vocabulary

**Strategies for Shared Book Reading**

**Dialogic Reading** (Whitehurst, & Lonigan, 2001).
- **CROWD**
  - Completion question
  - Recall question
  - Open-ended question
  - Wh question
  - Distingishing question
- **PEER**
  - Prompt the child to say something about the book
  - Evaluation the child's response
  - Expand the child's response
  - Repeat the prompt

**Reading to Engage Children with Autism in Language and Learning (RECALL)**
- Four prompts:
  - emotion identification
  - secure attention
  - intentional pause
  - initiation

(Yslon, Delano, & Menlow, 2018)

**To participate in Shared Reading**

Students must have:
- An individualized communication system
- It available during shared reading
- A book that is age, grade, & ability appropriate

**Once you have selected the book:**
- Plan the comments you will make on each page.
- Model use of core vocabulary
- Attribute meaning to student attempts to communicate
- Model accessing the vocabulary the same way that the student does.
Shared Book Reading

- Communicative partners can:
  - Share information
  - Interact with peers or adults
  - Ask for help or clarification
  - Ask and answer questions
  - Try to obtain materials, take breaks, request, etc.

Shared Reading Example

- The following communication exchanges take place during reading the book, “The Hungry Caterpillar.”
- Began by describing picture on page:
  - LOOK IT HERE (Caterpillar on leaf)
  - IT LOOK (He started to look for some food)
  - IT EAT (First, he ate through one apple)
- Fringe Vocabulary: Foods, caterpillar, hungry, etc.

Back to Shared-Reading Example

- Ask questions and interact
  - WHAT YOU SEE?
  - HELP ME (turn page or point to items)
- Describe pictures
  - LOOK, IT EAT (Caterpillar eating)
- Have the child or reading partner provide feedback
  - WHAT YOU LIKE? (What do you like)

Self-Selected Reading

- We want to encourage all students, even those with complex communication needs, to access and choose various types of books
- Highlight choosing books based on various degrees of difficulty and age-appropriateness
- Incorporate use of Universal Core during self-selected reading activities

Using Universal Core with Self-Selected Reading

- Examples:
  - GET IT
  - GET (a) DIFFERENT (book)
  - GOOD
  - LIKE NOT
  - LIKE
### Preparation for Self-Selected Reading

- Provide a selection of age and ability-appropriate books that students can access.
- Students must have their own core vocabulary system for communicating.
- You are using your own core vocabulary system (or their system) to communicate about the books the students are choosing.
- Students should be allowed to choose their own books. They can stop reading a particular book at their discretion, but encourage longer attention to one book as time goes on.

### Electronic Texts

- Starfall’s Learn to Read website: [http://www.starfall.com](http://www.starfall.com)
- Scholastic’s interactive Clifford Storybook website: [http://teacher.scholastic.com/clifford/index.htm](http://teacher.scholastic.com/clifford/index.htm)
- Eduscope’s Electronic Books and Online Readings: [https://eduscopes.com/topics.htm](https://eduscopes.com/topics.htm)
- Internet public libraries: [Kidspace](http://www.donjohnston.com)
- Joe Nickerson’s Accessible Book collection: [http://www.accessiblebookcollection.org](http://www.accessiblebookcollection.org)
- Fig. 50 of Four-Block Book

### Adapting Books

- Taking apart a book and laminating the pages (or placing each page in a plastic page protector).
- Placing books where they are more easily seen and used by children with physical impairments (different heights and angles).
- Tape recording books that are read fluently, yet slowly, for children who can’t read independently but can follow along as someone else reads.
- Separating pages so they are more easily turned.
- Use craft sticks, pieces of foam, packing peanuts attached to paper clips, etc.

### Appropriate Books

- Try to provide choices of books with minimal text.
- Books with pictures that match the text on the page.
- Wordless books.
- As students explore wordless books, you can:
  - Model core vocabulary related to the pictures.
  - Attribute meaning to non-symbolic behaviors and model a core symbol.
  - Expand upon symbolic messages.

### Electronic Texts

- Scholastic’s interactive Clifford Storybook website: [http://teacher.scholastic.com/clifford/index.htm](http://teacher.scholastic.com/clifford/index.htm)
- Eduscope’s Electronic Books and Online Readings: [https://eduscopes.com/topics.htm](https://eduscopes.com/topics.htm)
- Internet public libraries: [Kidspace](http://www.donjohnston.com)
- Joe Nickerson’s Accessible Book collection: [http://www.accessiblebookcollection.org](http://www.accessiblebookcollection.org)

### Some Ideas

- You can make appropriate books!
  - Photo album with captions underneath pictures.
  - Books from Predictable Chart Writing (more about that later).
  - Could also use TextEase Reader.

### Electronic Texts

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- Eduscope’s Electronic Books and Online Readings: [https://eduscopes.com/topics.htm](https://eduscopes.com/topics.htm)
- Internet public libraries: [Kidspace](http://www.donjohnston.com)
- Joe Nickerson’s Accessible Book collection: [http://www.accessiblebookcollection.org](http://www.accessiblebookcollection.org)
Self-selected Reading

- Students should always have a communication system available.
- Adults should use student's system to model key words as they discuss the book the student chose to read.
- Be observant of non-symbolic communication behaviors so meaning can be attributed and a symbol modeled that goes along with that message.

Self-selected Reading

- Provide different types of books so students get an opportunity to explore different types of text.
  - Books on tape
  - Large print books
  - Digital books
  - Internet books
  - Tactile books
  - Graphic novels/comics
  - Magazines

Conferencing

- Teach students how to ask and answer questions (use core)
  - Have student read aloud a favorite passage
  - Teacher engages in reciprocal questioning with student
  - Student asks and answers open-ended questions

- "In the book" vs. "in my head" questions
  - Right There"s and Think and Search "s
  - Author and Me "s and On My Own "s

Self-Selected Reading Summary

- Allows students the opportunity to explore books
- Allows them to develop preferences
- Allows them to apply what they are learning about books and print during other activities
- Allows adults to communicate with students about the books they are reading using core
- Even when students can't decipher words on a page—they can still benefit from regular opportunities to engage independently with books!

Alphabet Knowledge

- Students have to know:
  - 52 different letter shapes
  - 26 different letter names
  - 44 different sounds

Working with Words
Word Wall foundations
- To teach words that you don’t want students to have to work to decode or spell
- Exposure vs. learning
- Needs/wants/use vs. curriculum driven direct instruction
- Permanent vs. temporary

Word Wall Basics
- High-frequency words
- Generative patterns - at, man, car
- High utility - school name; pop culture
- Spelling demons

Word Wall Basics
- Each child writes the word
- Not copying exercise
- Model using chalkboard/overhead projector
- For those working in schools - No more words after mid-March

Word Wall Basics
- Letters 2 inches high
- Dark, thick marker on light sentence strip
- Uppercase and lower case
- Colored background
- Visually similar words and homophones on different colored background

Introducing Words
- 5 words per week; 2-3 Dolch words
- Display words separate from word wall
- Pronounce word as students look at is
- Discuss meaning - can use picture symbols
- Clap, tap, stomp and chant 3 times

Making Words
- Six letter words (less depending upon ability)
- One vowel initially
- Student have letter sets
- Consonants black, vowels red
- Use words in context
- Systematic Sequential Phonics
Principles of Making Words
- Accommodates learning styles
- Teaches phonics in context
- Hands-on activity
- Students accountable for 150 words, not 600
- Used to generate words for writing block

Making Words Multilevel
- Provide alphabet puzzles for student who do not know letters
- Build to longer words
- Include transfer activities

Teaching the Alphabet
- Read alphabet books and reference letters and sounds
- Tarheelreading.org
- Point out letters
- Provide opportunities to play with letter shapes and sounds
  - Go fish, War, Slap the “letter”
- Use students’ names
  - Signing in, activity participation, lunch choice, work

Teaching Phonological Awareness
- Raps, rhymes and poems
- Tongue twisters
- Sponge Activities
  - Clapping out syllables
  - Listening for same and different sounds

Writing
- Writing should not wait!
- Writing skills develop in much the same way as oral language
- Oral and written language skills develop simultaneously with each supporting the other (Shickendanz, 1991)
- We need to mediate written language in much the same way as we mediate oral language
Independent Writing

Why?
Learning to write and spell provides these students with a MAJOR advantage. You can combine and recombine the 26 letters of the alphabet to spell and endless number of words. No other symbol has that same power.

Emergent Writing

Includes:
- Marks
- Scribbles
- Lines
- Randomly selected letters of beginning writers
- Usually associated with young children

Developmental Stages

- Drawing and imitative writing
  - Imitates “grown-up writing”
- Copying words
  - Copies words from other places
  - Writing makes sense and shows knowledge of letter formation and the concepts of words

Stages of Development

- Drawing and strings of letters
  - Child writes with random letters to convey a message
  - Letters are formed well but have no relationship to sounds
- Early phonetic and phonetic writing
  - Child writes words using letters to represent words and sounds

Developmental Stages

- Conventional
  - Can still have misspellings, but not due to misapplication of rules

Things to Assess

- In order to write you need
  - A pencil
  - A keyboard
  - Not everyone can hold/use a standard pencil
  - Some students struggle to touch the keys on a keyboard or use the onscreen touch system
  - It isn’t that they don’t understand how to write, it’s that they can’t access these tools the same way
**Pencil Use**

**REMEMBER:**
- Students do NOT need to know how to use their pencil (or alternate means of writing) when they begin independent writing.
- They will learn about it by using it during instructional routines.

**Alternate Access**

- Writing with Alternate Pencils (dlimpd.com)
- Online module about using alternate pencils
- Also has links to files you can download for alternate pencils for the students you teach
- [http://www.alternativepencils.weebly.com](http://www.alternativepencils.weebly.com)

**Partner-Assisted Scanning**

- Use with students who have complex bodies and limited use of their hand for pointing
- Reduces physical demands to the greatest extent possible
- Allows students to focus on communication

**Partner-Assisted Scanning**

- Students communicate using a single message voice output device, a body movement, a vocalization, or any other means
- Students must be taught and have lots of opportunity for practice

**Partner Assisted Scanning**

- Partner identifies that a student has something to say
- Partner points to and says the name of each of the symbols, moving from left to right
- The partner responds to the student’s individualized way of indicating a selection.

**Partner-Assisted Scanning**

- Partner must provide sufficient time for the student to indicate a symbol selection
- For some 3-5 seconds is sufficient
- For many allowing 20-30 seconds is most appropriate
Making Writing Fun
- Some kids don’t want to write, even though they can
- Make it fun!
- Ex: Duplo cars with markers hot glued to the end—teacher used “nose” pencil sharpener to get kids to write
- Magnadoodles
- Miniature white boards, etc.

Selecting A Topic
- Help students select a topic
- Favorite activity, toy, person, or favorite experience, etc.
- Allows educators to have meaning-based interactions with students about their writing

Topic Selection
- Help students learn to select interesting topics to write about
- Try to make it something the student is interested in

Topic Selection
- Encourage topic selection in students
- Provide symbols and drawings to students
- Provide photos of school-related topics and experiences
- Use remnants of personal experiences (a movie ticket stub, pieces of a quilt, etc.)
- Create lists of familiar subjects, places, and experiences

Time to Write
- May require an adult to work one on one with student
- Sometimes, students can be left alone
- Students will do their best to select letters, write them, and/or make marks on the paper

Expansion and Repetition
- Repetition is essential!
- Allows teachers to help children:
  - Expand on their thoughts
  - Explore word choice
  - Practice writing (with whatever modality)
  - Use questions to help children expand upon their writing
- Example: Pg. 6 in Four-Block book—BIRDS OWIE HURTS
Modeled Journaling

- Model what you want student to write
- Have them take a turn afterwards
- Example: Pg. 99

Predictable Chart Writing

- PCW is a multi-step, group activity
- Provides a framework for teaching:
  - Communication using core vocabulary
  - Print concepts
  - Writing
  - Interaction around a topic

Predictable Chart Writing

- Also provides opportunities to teach:
  - Concepts about print
  - Build early skills in:
    - Spelling
    - Capitalization
    - Punctuation
    - Early word identification

Predictable Chart Writing

1. Therapist and clients work together to write the chart
2. The group reads together, talks about the chart, and looks for specific elements
3. Clients are given a sentence strip with the sentence they helped create written on it. Clients reread their own sentence and then cut it into individual words. They reassemble the words into a complete sentence
4. Clients collaborate to assemble sentences from the chart during a game called “Be the Sentence.”
5. Clients create a book using the sentences from the chart.

Be Creative!

- You can choose lots of different topics for chart writing that incorporate core vocabulary
- I PUT (clothing items, ice cream toppings, etc.)
- I LIKE (favorite colors, sports, pets, etc.)
- I WANT to GO (vacation, field trips, restaurants)

Writing for Real Reasons

- Make sure children are aware of why they are writing
- Write for real and immediate audiences Allow them to share experience with audience
- Email or write letters to other classes
- Author’s chair
Revision/Editing

It is recommended that this is not done until a student can fill an entire page.

Want the focus to be on content and success, so students are less likely to “give up.”

Don’t focus so much on grammar.

Punctuation

Sub-skills such as spelling, handwriting, punctuation, and grammar usage are important, but their importance is determined by how much they assist the writer in composing meaningful text.

All things done in the name of writing instruction should build towards the long-term goal of improving composition of meaningful text.

Effective Feedback

Educators must seek meaningful connections between the student’s writing effort and the topic of choice.

Need to know/assume what the student is intending to write.

Avoid generic feedback.

Feedback should focus on helping them with content/conveying meaning about a specific topic.

Reciprocal Structured Responses

Modeling feedback through a sequence of feedback stems.

The thing I like best about your writing...

One thing I’d like to know more about is...

One thing you might do to make your writing better.

To Summarize

Independent writing is a powerful instructional routine.

It's critical for students with complex communication needs because it puts them on the path towards unlimited expression.

References


AAC Language Lab website: https://aacleague.org/blog/descrivity-or-descrivity-teaching/


References Continued


